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ABSTRACT

This document is designed to show the connection between the required state-written curriculum (courses of study) and the state-tested curriculum (the Alabama High School Graduation Examination and the Stanford Achievement Test, Ninth Edition [Stanford 9]) in English Language Arts. The document illustrates that courses of study content standards embody both Alabama High School Graduation Examination and Stanford 9 objectives, demonstrating that local education agencies may feel confident developing local curriculum based on one document: the state course of study. Each page of this document contains four columns. The first is the course of study content standards, and the second places the Alabama High School Graduation Exam objectives, with eligible content, beside the related content standard. The third column contains an "X" for the Stanford 9 correlation to the course of study, indicating that one or more components of the content standard is tested on the Stanford 9. The fourth column is designed for local use; a system may choose to list instructional strategies or resources here. The standards are given for kindergarten through grade 11. (SLD)

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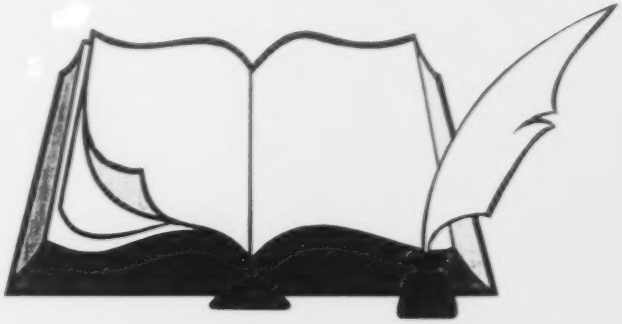
ALABAMA

English Language Arts Course of Study : Assessment Correlation



Classroom Improvement
Division of Instructional Services
State Department of Education
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ENGLISH LANGUAGE ARTS COURSE OF STUDY — ASSESSMENT CORRELATION

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Process Managers

Frank Heatherly, Ed.D.
Paul Wylie, Ed.D.

Program Manager

Steve McAliley, English Language Arts Specialist

Assisting Classroom Improvement Personnel

Anne P. Graham, Information Specialist

Sharon Bolton, Support Staff
Leigh Ann Kyser, Support Staff
Freda Thrower, Support Staff

Cynthia C. Brown, Coordinator, Classroom Improvement Programs Unit
Anne M. Jones, Administrator, Classroom Improvement Section
Joseph B. Morton, Ph.D., Deputy State Superintendent of Education

INTRODUCTION

English Language Arts Course of Study — Assessment Correlation

An important factor in improving students' achievement is the alignment of written, taught, and tested curricula. The basis of both the taught and tested curricula is the written curriculum—the course of study. This document is designed to show the connection between the required state-written curriculum (courses of study) and the state-tested curriculum (the *Alabama High School Graduation Exam* and the *Stanford Achievement Test*, Ninth Edition, Stanford 9). Courses of study contain content standards that are the blueprints to be used by systems as they align their curricula locally. The content standards in the courses of study prescribe, from the state level, exactly what students should know and be able to do at the conclusion of any grade level or course. In the past, aligning these three types of curriculum may have been a cumbersome task because the standards/objectives were contained in different documents and had to be meshed/combined to create a composite of all state requirements.

This document illustrates that courses of study content standards embody both *Alabama High School Graduation Exam* and Stanford 9 objectives. Local Education Agencies may feel confident in developing local curriculum based on one document—the state course of study. In the elementary grades, course of study content standards are rarely worded in such a fashion as to be easily recognized as *Alabama High School Graduation Exam* standards or objectives. Yet, skills and concepts are identified at each grade level, K-6, that are foundational and prerequisite to the development of graduation exam standards and objectives. The teaching of all content standards in the course of study should adequately prepare students for any state or national assessment.

Directions for Interpreting the English Language Arts Course of Study — Assessment Correlation Document

Each page of the document contains four columns. The first column is the course of study content standards; the second column places the *Alabama High School Graduation Exam* objectives, with eligible content, beside the related content standard that must be mastered at this grade level or in this subject. The third column contains an "X," instead of objectives, for the Stanford 9 correlation to the course of study because the Stanford 9 material is copyrighted. An "X" in this column indicates that one or more components of the content standard is tested on the Stanford 9 at this grade level. The fourth column is designed for local usage; for example, if using the document prior to aligning the curriculum locally, a system may choose to list instructional strategies or resources here.

Alabama High School Graduation Exam Standards

The following language and reading standards are referenced only by number throughout the document.

LANGUAGE STANDARD I:
The student will recognize correct grammar and usage.

LANGUAGE STANDARD II:
The student will demonstrate appropriate word choice.

LANGUAGE STANDARD III:
The student will recognize correct sentence structure.

LANGUAGE STANDARD IV:
The student will use correct capitalization and punctuation.

LANGUAGE STANDARD V:
The student will use appropriate organizational skills for writing/revision.

READING STANDARD I:
The student will demonstrate literal understanding of passages taken from textual, functional, and recreational reading material.

READING STANDARD II:
The student will interpret passages taken from textual, functional, and recreational reading material.

READING STANDARD III:
The student will apply critical analysis strategies and judge texts critically to comprehend passages from textual, functional, and recreational reading material.

READING STANDARD IV:
The student will utilize strategies that enhance comprehension of textual, functional, and recreational reading material.

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
CONTENT STANDARDS 1. Exhibit an awareness of story. • Associating written words with a story • Relating personal experience to picture text • Identifying with characters or events in a story • Beginning to recognize elements of a story	Reading I-1 Identify supporting details. • Identify details that support main idea(s) in one or more passages. Reading I-2 Determine sequence of events. • Identify sequential order in one or more passages. Note: Sequential order may include dates; first, next, last; before and after; and order of events. Reading II-1 Identify main idea. • Recognize the main idea in a paragraph or passage(s). Note: Main idea may include topic, subject, theme, central thought or message, lesson or moral, thesis, and author's purpose and/or point of view.	X	

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
1. (continued)	Reading III-2 Analyze literary elements. • Analyze literary elements as they relate to the comprehension of a passage, but not label or define the elements. Note: Literary elements are limited to theme, character, tone, setting, mood, plot, and literary point of view.		
2. Demonstrate curiosity about print in the environment. • Recognizing signs, logos, and words • Comparing similarities and differences in letters and words	Language I-1 Regular and irregular forms. • Identify correct noun forms (singular and plural). • Collective nouns. • Proper nouns. • Compound nouns. • Words with alternate accepted forms. Note: The plural of *index* could be *indexes* or *indices*. I-4 Recognize pronoun-antecedent agreement in number and gender.	X	

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
3. Exhibit knowledge of the conventions of print. • Turning pages from front to back • Recognizing where print begins on a page • Following print from left to right • Becoming aware of spacing in words and sentences • Differentiating letters from words			
4. Develop phonemic awareness. • Counting sounds in words • Manipulating the sounds of the English language Examples: singing, making rhymes and rhythms	Language I-1 Identify correct noun forms (singular and plural). • Regular and irregular forms • Collective nouns. • Proper nouns. • Compound nouns. • Words with alternate accepted forms. Note: The plural of *index* could be *indexes* or *indices*. Language I-4 Recognize pronoun-antecedent agreement in number and gender.		
5. Recognize and name upper- and lower-case letters.		X	

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
6. Demonstrate an initial understanding of letter-sound relationships. • Understanding the letter-sound correspondence • Identifying consonant sounds		X	
7. Begin to use a variety of early reading material. • Practicing with decodable texts • Recognizing high-frequency words • Using predictable texts • Recognizing and using print in the environment	Reading I-1 Identify supporting details. • Identify details that support main idea(s) in one or more passages. Reading I-3 Follow directions. • Identify directions that are implicit or embedded in a passage. • Identify the outcome or product of a set of directions. • Recognize when a set of directions has been followed correctly. Note: Directions will relate to activities that are appropriate for Grade 11 students.		

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
7. (continued)	Reading II-3 Determine cause and effect. • Infer the cause(s) of effect(s) stated or implied in a passage. • Infer the effect(s) of cause(s) stated or implied in a passage. Reading IV-2 Demonstrate the ability to preview and predict. • Preview text features to make a prediction about the text content. Note: Text features may include headings, subheadings, illustrations, footnotes, captions, topic sentences, book jackets, introductory paragraphs, and such graphic displays as charts, maps, graphs, and timelines.		

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
8. Exhibit an awareness of patterns in the language. • Exhibiting an understanding of story structure Example: retelling and dictating stories • Recognizing patterns in sentences Examples: using predictable books; participating in choral readings, chants, and rhymes • Recognizing sound-print relationships Example: using approximate spellings in their own writings	Language I-3 Recognize subject-verb agreement. • Singular and plural subjects, including compound subjects. Note: Compound subjects will include those joined by "or," with the second element singular or plural. • Compound in form, singular in meaning. • Plural in form, singular in meaning. • Regular and inverted order. • Collective nouns, when correct verb form depends on rest of sentence. • Sentences with intervening phrases. • Indefinite pronoun as subject. • Correlative conjunctions. Language I-4 Recognize pronoun-antecedent agreement in number and gender.	X	

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
8. (continued)	Reading I-2 Determine sequence of events. • Identify sequential order in one or more passages. Note: Sequential order may include dates; first, next, last; before and after; and order of events. Reading IV-3 Discern organizational patterns. • Determine the organizational pattern of a passage, but not label the pattern. Note: Organizational patterns may include chronological order, spatial order, order of importance, comparison and contrast, cause and effect, and main idea with examples or anecdotes.		
9. Begin to use pictures and text to gain meaning from written material. • Connecting text, message heard, or material viewed to prior knowledge and experiences	Reading II-1 Identify main idea. • Recognize the main idea in a paragraph or passage(s).	X	

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
9. (continued) • Tracking (pointing to individual words) in a familiar story to locate a specific word • Recalling information Examples: characters, character traits, setting, details, main idea, beginning and ending of stories • Retelling a story • Predicting words and phrases in a story using pictures and other context clues • Creating mental images while reading • Answering teacher- and peer-generated questions	Note: Main idea may include topic, subject, theme, central thought or message, lesson or moral, thesis, and author's purpose and/or point of view. Reading II-2 Draw conclusions. • Draw conclusions based on information in one or more passages. Reading II-5 Recognize statements that adequately summarize a passage. Reading IV-1 Determining word meaning through the use of context clues. • Determine the meaning of words or phrases in context. Note: Target words or phrases may include uncommon meanings of common words or phrases; specialized or technical		

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
9. (continued)	vocabulary; and words or phrases that might be unfamiliar to most Grade 11 students. Reading IV-3 Discern organizational patterns. • Determine the organizational pattern of a passage, but not label the pattern. Note: Organizational patterns may include chronological order, spatial order, order of importance, comparison and contrast, cause and effect, and main idea with examples or anecdotes.		
10. Handle books and media responsibly.			
11. Recognize that literature and other materials from various cultures may reflect differing values, beliefs, interests, and celebrations.	Reading II-4 Detect propaganda; distinguish fact from opinion. • Identify an author's purpose or point of view in one or more passages.		

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
11. (continued)	• Identify vocabulary or other uses of language that are intended to persuade or influence the reader to agree or disagree with a point of view and/or take a particular action. • Identify the purpose of specific persuasive techniques, but not label or define the techniques. • Distinguish facts from opinions based on a passage.		
12. Exhibit an awareness that information may be obtained from a variety of sources. Examples: resource people, graphs, pictures, books, newspapers, electronic media, field trips	Reading I-3 Follow directions. • Identify directions that are implicit or embedded in a passage. • Identify the outcome or product of a set of directions. • Recognize when a set of directions has been followed correctly. Note: Directions will relate to activities that are appropriate for Grade 11 students.		

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
12. (continued)	Reading III-1 Recognize fallacies of logic and judge strength of argument. • Recognize faulty logic in one or more passages • Evaluate faulty logic in one or more passages. • Recognize the strength(s) or weakness(es) of argument(s) in one or more passages. • Evaluate the strength(s) or weakness(es) of argument(s) in one or more passages. • Recognize terminology used by an author to strengthen argument(s), but not label or define the terminology. Reading IV-4 Demonstrate the ability to locate information in reference material. • Comprehend information in reference materials. Note: Reference materials may include glossaries; dictionaries; indexes; tables of contents; appendixes; and		

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
12. (continued)	research sources such as atlases, almanacs, encyclopedias, readers' guides, and both print-based and electronic card catalogs.		
13. Gain an awareness of others through exposure to written, spoken, and visual forms of communication. Examples: videos, author studies, children's literature, educational television, stage drama, student publications			
14. Demonstrate an interest in and enjoyment of literature in a variety of forms, contexts, and media. • Participating in reading activities in all content areas Examples: big books, predictable books, author studies, informational books • Participating in arts education activities Examples: live drama, drawing, music, puppetry • Participating in listening activities Examples: interactive videos, listening stations			

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
14. (continued) • Attending with interest to works of literature presented orally Examples: stories, poems, drama • Participating in discussions of stories read, heard, or viewed			
15. Use appropriate listening and speaking behaviors. • Showing an interest in what others have to say • Looking at speaker/audience • Responding appropriately to material read, heard, or viewed • Using grammar, expression, and words appropriate to audience • Generating questions • Following directions		X (Listening)	
16. Use beginning study strategies. • Identifying parts of books • Classifying • Retelling • Interpreting simple charts and graphs			
17. Exhibit expanded vocabulary and sentence awareness. • Exploring reading and writing through interactions with language	Language 1-4 Recognize pronoun-antecedent agreement in number and gender.		

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
17. (continued) Examples: engaging in shared reading and writing, participating in group discussions, asking questions for clarification, participating in read-alouds, retelling or dramatizing stories • Using new vocabulary in speaking and writing • Recognizing when simple sentences fail to make sense	Language III-1 Correct run-on sentences, sentence fragments, and comma splices.		
18. Begin to use elements of the writing process. Examples: drawing, brainstorming, role-playing, discussing, stringing letters together to express thought, using approximate spellings, sharing own work by reading or displaying work			
19. Use writing skills. • Manipulating various writing tools Examples: pencils, markers, word processors • Forming letters	Language IV-1 Demonstrate correct use of capitalization. • Direct quotations, including complete sentences and broken quotations.		

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
19. (continued)	• Proper nouns and proper adjectives. • Titles.		
20. Express meaning through writing. • Drawing pictures • Scribbling • Writing strings of letters • Approximating spelling • Developing a collection of correctly spelled high-frequency words	Language IV-1 Demonstrate correct use of capitalization. • Direct quotations, including complete sentences and broken quotations. • Proper nouns and proper adjectives. • Titles.		
21. Write upper- and lower-case letters.	Language IV-1 Demonstrate correct use of capitalization. • Direct quotations, including complete sentences and broken quotations. • Proper nouns and proper adjectives. • Titles.		
22. Verbalize correct personal data. • Full name • Address • Phone number • Age			

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
22. (continued) • Date of birth • Parents' names 23. Express meaning through a variety of activities. Examples: sharing experiences, creating and reading own stories, role playing, discussing classwork, interacting at learning centers, participating in puppetry, using poetry, dictating personal stories, writing personal notes	Language V-1 Determine logical progression and completeness of paragraphs. • Introductory sentences. • Concluding sentences. • Sequence of events or details. • Transitional words. • Irrelevant and/or redundant sentences.		

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
CONTENT STANDARDS 1. Demonstrate a growing awareness of story. • Relating personal experiences to text • Identifying with characters or events in a story • Recognizing elements of a story	Reading I-1 Identify supporting details. • Identify details that support main idea(s) in one or more passages. Reading I-2 Determine sequence of events. • Identify sequential order in one or more passages. Note: Sequential order may include dates; first, next, last; before and after; and order of events. Reading II-1 Identify main idea. • Recognize the main idea in a paragraph or passage(s). Note: Main idea may include topic, subject, theme, central thought or message, lesson or moral, thesis, and author's purpose and/or point of view.	X	

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
1. (continued)	Reading III-2 Analyze literary elements. • Analyze literary elements as they relate to the comprehension of a passage, but not label or define the elements. Note: Literary elements are limited to theme, character, tone, setting, mood, plot, and literary point of view.		
2. Identify upper- and lower-case letters.			
3. Exhibit phonemic awareness. • Counting the number of sounds in words • Using songs, poems, word-sound games, and verbal rhythmic activities • Manipulating the sounds of the English language Examples: rhyming, blending, substituting, deleting, reversing		X	

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
4. Demonstrate understanding of letter-sound relationships. • Using decoding skills • Blending sounds to form words Examples: vowel sounds, consonant clusters, consonant digraphs		X	
5. Begin to use patterns in language to create meaning. • Recognizing cues provided by print Examples: semantic, syntactic, graphophonemic • Developing story structures Examples: using predictable books, identifying story sequence • Recognizing patterns in sentences Example: predicting from word arrangement in choral readings, poems, rhymes, chants, and lyrics • Applying structural analysis strategies	Language I-1 Identify correct noun forms (singular and plural). • Regular and irregular forms. • Collective nouns. • Proper nouns. • Compound nouns. • Words with alternate accepted forms. Note: The plural of *index* could be *indexes* or *indices*.	X	

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Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
6. Comprehend material read, heard, or viewed. • Connecting text, message heard, or material viewed to prior knowledge and experiences • Recalling information Examples: characters; character traits; setting; details; main idea; beginning, middle, and end of stories; topic • Retelling a story • Predicting words and phrases in a story using pictures and other context clues • Monitoring their reading by rereading, predicting, self-correcting, and seeking help if needed • Creating mental images while reading • Answering teacher- and peer-generated questions in written or spoken form • Recognizing high-frequency words 7. Exhibit the habit of reading for a substantial amount of time daily, including assigned and self-selected materials at their independent and instructional levels.		X	

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
8. Read a variety of written material. • Practicing with decodable and predictable text • Selecting recreational reading material • Reading and interpreting textual and functional materials • Recognizing words in the environment • Building word banks or word walls 9. Demonstrate reading improvement gained through substantial amounts of daily reading. 10. Recognize values, beliefs, and interests reflected in literature and other materials from various cultures. 11. Read orally with accuracy, fluency, and comprehension. • Making self-corrections • Reading with expression • Applying mental operations involved in comprehension Examples: make inferences, relate to prior experience, recognize cause and effect, draw conclusions			

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
12. Demonstrate an interest in and enjoyment of literature in a variety of forms and contexts. • Selecting books for enjoyment and knowledge • Sharing books and ideas encountered in print and other media • Using books and media responsibly • Using expanded vocabulary in speaking and writing 13. Connect knowledge learned in the language arts program to life situations. Examples: comparing characters or events in a story to people or events in real life, making lists 14. Apply study strategies. • Alphabetizing • Identifying parts of books • Classifying • Summarizing • Using test-taking strategies • Interpreting charts and graphs			

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
15. Use appropriate sources for obtaining information. Examples: newspapers, electronic media, resource people, graphs, pictures, books, maps, dictionaries, diagrams, telephone directories, glossaries 16. Demonstrate appropriate listening and speaking behaviors. • Focusing on the listening task Examples: conversation, instruction, group discussion, read-alouds • Establishing eye contact with the speaker or audience • Interpreting nonverbal communication of the speaker or audience Example: facial expressions • Asking appropriate questions to gain and to clarify information • Attending to works of literature presented orally		X	

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
17. Exhibit expanded sentence awareness and vocabulary. • Participating in shared reading and writing Examples: choral reading, big books, journals, language experience • Responding to questions Examples: elements of a story, fact and fantasy, appropriate conclusion, simple sequence of events • Asking questions for clarification • Engaging in word-study activities Examples: synonyms, antonyms, homonyms, multiple-meaning words, concept mapping and webbing, context clues	Language I-4 Recognize pronoun-antecedent agreement in number and gender. Language I-5 Identify incorrect shifts in verb tense. • Verb shifts within sentences. • Verb shifts within paragraphs. • All tenses. Language I-6 Identify correct pronoun case. • Nominative, objective, possessive case. Note: Pronoun case may include reflexive pronouns. • Contractions. • Misspellings such as "our's" and "her's". Language I-8 Determine correct placement of modifiers. • Dangling participles. • Misplaced participles.		

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Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
17. (continued)	Note: Modifiers may be words, phrases, or clauses; adjectives and adverbs [adjectival and adverbial phrases and clauses]; or verbals. Language I-9 Identify correct usage of commonly confused words. • Words that sound alike but have different meanings. • Words that are frequently confused although not pronounced alike. • Words that are commonly misused. Language II-1 Use words that create clarity, precision, and vivid description. • Action verbs, not linking verbs. • Specific terms, not general or vague. • Clear, precise, vivid language.		

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
17. (continued)	Note: Language to avoid includes, but is not limited to, overused, clichéd words, superfluous verbiage, redundancy, and jargon. Language II-2 Use formal and informal language appropriately. • Informal language. • Formal language. Note: Formal language should avoid slang, contractions, second person, and jargon. Language III-1 Correct run-on sentences, sentence fragments, and comma splices.		
18. Participate in the writing process. Examples: drawing; teacher-led brainstorming; webbing and mapping to generate topics; creating word banks; using pictures and/or words to	Language II-1 Use words that create clarity, precision, and vivid description • Action verbs, not linking verbs. • Specific terms, not general or vague. • Clear, precise, vivid language.		

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
18. (continued) express thought; using approximate and standard spellings; observing some important conventions of writing; sharing writing through presentation or publication	Note: Language to avoid includes, but is not limited to, overused, clichéd words, superfluous verbiage, redundancy, and jargon.		
19. Begin to use conventional mechanics and spelling when editing written expression. • Capitalizing proper nouns, titles of people, first word in a sentence • Punctuating with periods and question marks as end marks • Spelling correctly three- and four-letter, short vowel words	Language III-1 Correct run-on sentences, sentence fragments, and comma splices.		
20. Apply proper use of grammar for written and spoken communication. • Nouns • Verbs • Subject-verb agreement with simple subject	Language I-2 Identify correct verb forms. • Regular and irregular verbs. • Number. • Tense.		

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
20. (continued)	(Language I-3 Recognize subject-verb agreement • Singular and plural subjects, including compound subjects. Note: Compound subjects will include those joined by "or," with the second element singular or plural. • Compound in form, singular in meaning. • Plural in form, singular in meaning. • Regular and inverted order. • Collective nouns, when correct verb form depends on rest of sentence. • Sentences with intervening phrases. • Indefinite pronoun as subject. • Correlative conjunctions. Language IV-1 Demonstrate correct use of capitalization. • Direct quotations, including complete sentences and • broken quotations.		

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
20. (continued)	• Proper nouns and proper adjectives. • Titles.		
21. Use writing as a tool for expressing thoughts in all disciplines. Examples: lists, thank-you notes, journals, science and mathematics logs, friendly letters, envelopes			
22. Write using manuscript. • Developing letter formation of upper- and lower-case letters • Spacing appropriately	Language IV-1 Demonstrate correct use of capitalization. • Direct quotations, including complete sentences and broken quotations. • Proper nouns and proper adjectives. • Titles.	X	

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
23. Use available technology for expression. • Word processing • Multimedia projects			
24. Exhibit increased participation in self-expression in a variety of forms. • Sharing experiences, facts, and information Examples: discussion of classwork at learning centers, collaboration on projects, cooperative learning • Retelling stories • Creating own stories Examples: narratives of personal stories, story endings, word processing • Dramatizing	Language V-1 Determine logical progression and completeness of paragraphs. • Introductory sentences. • Concluding sentences. • Sequence of events or details. • Transitional words. • Irrelevant and/or redundant sentences.		

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
CONTENT STANDARDS 1. Understand the concept of story. • Relating personal experiences to text • Identifying with characters or events in a story • Recognizing elements of a story	Reading I-2 Determine sequence of events. • Identify sequential order in one or more passages. Note: Sequential order may include dates; first, next, last; before and after; and order of events. Reading III-2 Analyze literary elements. • Analyze literary elements as they relate to the comprehension of a passage, but not label or define the elements. Note: Literary elements are limited to theme, character, tone, setting, mood, plot, and literary point of view.	X	

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
2. Demonstrate the ability to use decoding skills to blend sounds and form words. • Recognizing and correcting word-recognition errors Examples: substituting, reversing, deleting, omitting • Using knowledge of print-sound correspondence to decode unknown words		X	
3. Manipulate the sounds of the English language. • Counting the number of syllables in words • Using songs, poems, word-sound games, and verbal rhythmic activities		X	
4. Read material across the curriculum by applying appropriate strategies. • Applying teacher-modeled thought processes to reading and writing • Creating mental pictures • Following simple sequences (2-3 events) in a story • Recalling information	Reading I-1 Identify supporting details. • Identify details that support main idea(s) in one or more passages. Reading I-2 Determine sequence of events.	X	

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
4. (continued) Examples: plot/story beginning, middle, and end; characters; character traits; setting; main ideas; details; topic • Responding to comprehension questions Examples: inferences, generalizations, cause and effect, details, appropriate conclusions, outcomes • Exhibiting increased ability to monitor own reading by predicting, rereading, and seeking help if needed • Comparing, contrasting, and identifying with characters or events in stories • Asking questions for clarification • Connecting messages heard, text read, and material viewed to prior knowledge and experience • Recognizing high-frequency words	• Identify sequential order in one or more passages. Note: Sequential order may include dates; first, next, last; before and after; and order of events. Reading I-3 Follow directions. • Identify directions that are implicit or embedded in a passage. • Identify the outcome or product of a set of directions. • Recognize when a set of directions has been followed correctly. Note: Directions will relate to activities that are appropriate for Grade 11 students. Reading II-1 Identify main idea. • Recognize the main idea in a paragraph or passage(s).		

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4. (continued)	Note: Main idea may include topic, subject, theme, central thought or message, lesson or moral, thesis, and author's purpose and/or point of view. Reading II-2 Draw conclusions. • Draw conclusions based on information in one or more passages. Reading II-3 Determine cause and effect. • Infer the cause(s) of effect(s) stated or implied in a passage. • Infer the effect(s) of cause(s) stated or implied in a passage. Reading II-4 Detect propaganda; distinguish fact from opinion. •		

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
4. (continued)	• Identify an author's purposeor point of view in one or more passages. • Identify vocabulary or other uses of language that are intended to persuade or influence the reader to agree or disagree with a point of view and/or take a particular action. • Identify the purpose of specific persuasive techniques, but not label or define the techniques. • Distinguish facts from opinions based on a passage. Reading III-3 Demonstrate understanding of figurative language and analogy. Reading IV-1 Determining word meaning through the use of context clues. • Determine the meaning of words or phrases in context.		

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4. (continued)	Note: Target words or phrases may include uncommon meanings of common words or phrases; specialized or technical vocabulary; and words or phrases that might be unfamiliar to most Grade 11 students. Reading IV-2 Demonstrate the ability to preview and predict. • Preview text features to make a prediction about the text content. Note: Text features may include headings, subheadings, illustrations, footnotes, captions, topic sentences, book jackets, introductory paragraphs, and such graphic displays as charts, maps, graphs, and timelines.		

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
4. (continued)	Reading IV-1 Determining word meaning through the use of context clues. • Determine the meaning of words or phrases in context. Note: Target words or phrases may include uncommon meanings of common words or phrases; specialized or technical vocabulary; and words or phrases that might be unfamiliar to most Grade 11 students.		
5. Use patterns in language to create meaning. • Developing story structures • Recognizing patterns in sentences • Applying structural analysis strategies • Using semantic cues • Using syntactic cues • Using graphophonemic cues	Reading IV-2 Demonstrate the ability to preview and predict. • Preview text features to make a prediction about the text content. Note: Text features may include headings, subheadings, illustrations, footnotes, captions, topic sentences, book jackets, introductory paragraphs, and such graphic displays as charts, maps, graphs, and timelines.	X	

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
6. Exhibit the habit of reading for a substantial amount of time daily, including assigned and self-selected materials at their independent and instructional levels.			
7. Read and comprehend a variety of material. • Selecting recreational reading material • Reading and interpreting textual material Examples: classroom text, maps, graphs, atlases, encyclopedias • Recognizing words in the environment • Using predictable text • Reading and interpreting functional materials Examples: maps, schedules, recipes, instructions, directions, manuals, diagrams		X	
8. Demonstrate reading improvement gained through substantial amounts of daily reading.			

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
9. Demonstrate an interest in and enjoyment of literature in a variety of forms and contexts. • Selecting books for enjoyment and knowledge • Sharing books and ideas encountered in print and other media • Using books and media responsibly • Reading independently for increasingly longer periods of time 10. Read orally with accuracy, fluency, and comprehension. • Making self-corrections • Reading with expression • Applying mental operations involved in comprehension Examples: make inferences, relate to prior experience, recognize cause and effect, draw conclusions 11. Associate knowledge learned in the language arts program to life situations. Examples: using books and other media to understand real events, writing social notes			

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
12. Identify values, beliefs, and interests reflected in literature and other materials from various cultures. Examples: videos, author studies, children's literature, educational television, read-alouds, interactive videos, on-line resources		X	
13. Demonstrate appropriate listening and communicating behaviors. • Focusing on the listening task Examples: conversation, classroom instruction, group discussion, rhymes, read-alouds • Establishing eye contact with the speaker and/or audience • Interpreting the nonverbal communication of the speaker and/or audience Example: facial expressions • Asking appropriate questions to gain and to clarify information • Using appropriate oral language behaviors		X	

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
13. (continued) Examples: adjusting tone and volume of voice in storytelling • Attending with interest to works of literature presented orally			
14. Exhibit expanded vocabulary and sentence awareness. • Participating in shared reading and writing Examples: choral reading, big books, journals, language experience • Responding to questions Examples: elements of a story, fact and fantasy, appropriate conclusion, simple sequence of events • Engaging in word-study activities Examples: synonyms, antonyms, homonyms, multiple-meaning words, concept mapping and webbing, context clues, affixes, root words, analogies • Incorporating new vocabulary as a part of daily spoken and written language		X	

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
15. Apply study strategies. • Identifying sections of a book • Classifying ideas • Utilizing test-taking strategies • Creating graphic organizers • Alphabetizing • Using dictionary skills • Skimming and scanning • Adjusting reading rate • Taking notes • Summarizing	Reading IV-3 Discern organizational patterns. • Determine the organizational pattern of a passage, but not label the pattern. Note: Organizational patterns may include chronological order, spatial order, order of importance, comparison and contrast, cause and effect, and main idea with examples or anecdotes. Reading IV-4 Demonstrate the ability to locate information in reference material. • Comprehend information in reference materials. Note: Reference materials may include glossaries; dictionaries; indexes; tables of contents; appendixes; and research sources such as atlases, almanacs, encyclopedias, readers' guides, and both print-based and electronic card catalogs.	X	

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
16. Use appropriate sources for obtaining information. Examples: newspapers, electronic media, resource people, graphs, pictures, books, maps, dictionaries, diagrams, telephone directories, glossaries			
17. Use the writing process when creating different forms of written expression. • Prewriting Examples: teacher-led brainstorming, webbing and mapping, reading, using personal experiences as sources of ideas • Drafting Examples: using complete sentences to express thought, connecting sentences in paragraphs, using approximate spellings and standard spellings	Language II-2 Use formal and informal language appropriately. • Informal language. • Formal language. Note: Formal language should avoid slang, contractions, second person, and jargon. Language III-1 Correct run-on sentences, sentence fragments, and comma splices.	X	

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
17. (continued) • Revising Examples: revising own and others' work, accepting feedback from classmates, adding to stories, conferencing • Editing Examples: beginning to apply knowledge of sentence structure, grammar, usage, and mechanics; using simple checklists for self-evaluation • Publishing Example: sharing own work with others	Language V-1 Determine logical progression and completeness of paragraphs. • Introductory sentences. • Concluding sentences. • Sequence of events or details. • Transitional words. • Irrelevant and/or redundant sentences.		
18. Use conventional mechanics and spelling when editing written expression. • Capitalizing proper nouns (titles of people, months of year, days of week, and holidays), pronoun *I*, and first word in sentence. • Punctuating by using periods, exclamation marks, question marks, apostrophes with contractions and possessives, and commas with items in a series	Language I-9 Identify correct usage of commonly confused words. • Words that sound alike but have different meanings. • Words that are frequently confused although not pronounced alike. • Words that are commonly misused.	X	

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Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
18. (continued) • Spelling correctly the patterns and words previously studied • Using correct abbreviations	Language IV-1 Demonstrate correct use of capitalization. • Direct quotations, including complete sentences and broken quotations. • Proper nouns and proper adjectives. • Titles. Language IV-2 Demonstrate correct use of commas. • Items in a series. • Direct address, appositives, and parenthetical expressions. • Conventional uses. • After introductory adverbial clauses. • With quotation marks. Before coordinating conjunction in compound sentences consisting of two long independent clauses.		

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
18. (continued)	Language IV-5 Demonstrate correct use of the apostrophe. • Possessive of singular nouns. • Possessive of plural nouns. • Possessive of compound nouns. • Contractions.		
19. Apply conventional usage of grammar for written expression. • Subject-verb agreement • Adjective • Adverb • Noun • Verb • Pronoun	Language I-1 Identify correct noun forms (singular and plural). • Regular and irregular forms • Collective nouns. • Proper nouns. • Compound nouns. • Words with alternate accepted forms. Note: The plural of *index* could be *indexes* or *indices*. Language I-2 Identify correct verb forms. • Regular and irregular verbs. • Number. • Tense.	X	

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
19. (continued)	Language I-3 Recognize subject-verb agreement • Singular and plural subjects, including compound subjects. Note: Compound subjects will include those joined by "or," with the second element singular or plural. • Compound in form, singular in meaning. • Plural in form, singular in meaning. • Regular and inverted order. • Collective nouns, when correct verb form depends on rest of sentence. • Sentences with intervening phrases. • Indefinite pronoun as subject. • Correlative conjunctions. Language I-4 Recognize pronoun-antecedent agreement in number and gender.		

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
19. (continued)	Language I-5 Identify incorrect shifts in verb tense. • Verb shifts within sentences. • Verb shifts within paragraphs. • All tenses. Language I-6 Identify correct pronoun case. • Nominative, objective, possessive case. Note: Pronoun case may include reflexive pronouns. • Contractions. • Misspellings such as "ours" and "her's". Language I-8 Determine correct placement of modifiers. • Dangling participles. • Misplaced participles. Note: Modifiers may be words, phrases, or clauses; adjectives and adverbs [adjectival and adverbial phrases and clauses]; or verbals.		

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
20. Use descriptive and narrative writing to clarify thinking in all disciplines. • Observing modeled writing • Using self-selected and teacher-generated topics • Sharing writing with others Examples: journal writing, non-fictional report, creative book report, interview, story ending, description of a science, experiment, problem-solving situation 21. Write using legible manuscript. • Forming letters legibly • Spacing appropriately 22. Use available technology for expression. • Word processing • Multimedia presentations			

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
23. Exhibit an increased facility in self-expression in a variety of forms. • Sharing experiences, facts, and information Examples: book sharing, collaboration on projects • Retelling stories • Creating and publishing original stories Examples: personal narratives, rebus stories • Dramatizing Example: using puppetry to act out narratives or poetry • Staying on topic when speaking • Using appropriate language conventions - Sentence structure - Grammar - Usage - Mechanics			

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
CONTENT STANDARDS 1. Use a wide range of strategies to interpret, evaluate, appreciate, and construct meaning from print materials. • Using knowledge of letter-sound correspondence • Using structural analysis Examples: roots, prefixes, suffixes • Applying prior knowledge and experiences • Using knowledge of word meaning • Applying knowledge of sentence structure and context • Previewing and predicting • Locating information in reference sources	Reading IV-1 Determining word meaning through the use of context clues. • Determine the meaning of words or phrases in context. Note: Target words or phrases may include uncommon meanings of common words or phrases; specialized or technical vocabulary; and words or phrases that might be unfamiliar to most Grade 11 students. Reading IV-2 Demonstrate the ability to preview and predict. • Preview text features to make a prediction about the text content. Note: Text features may include headings, subheadings, illustrations, footnotes, captions, topic sentences, book jackets, introductory paragraphs, and such graphic displays as charts, maps, graphs, and timelines.	X	

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
1. (continued)	Reading IV-4 Demonstrate the ability to locate information in reference material. • Comprehend information in reference materials. Note: Reference materials may include glossaries; dictionaries; indexes; tables of contents; appendixes; and research sources such as atlases, almanacs, encyclopedias, readers' guides, and both print-based and electronic card catalogs.		
2. Exhibit awareness of how text features are used to convey meaning. • Titles • Headings • Graphic aids • Glossary • Boldfaced print • Index • Table of contents			

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
3. Demonstrate literal understanding of print material. • Identifying important details • Identifying sequence of events • Following directions	Reading I-1 Identify supporting details. • Identify details that support main idea(s) in one or more passages. Reading I-2 Determine sequence of events. • Identify sequential order in one or more passages. Note: Sequential order may include dates; first, next, last; before and after; and order of events. Reading I-3 Follow directions. • Identify directions that are implicit or embedded in a passage. • Identify the outcome or product of a set of directions.	X	

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
3. (continued)	• Recognize when a set of directions has been followed correctly. Note: Directions will relate to activities that are appropriate for Grade 11 students.		
4. Exhibit the habit of reading for a substantial amount of time daily, including assigned and self-selected materials at their independent and instructional levels.	Reading II-1 Identify main idea. • Recognize the main idea in a paragraph or passage(s). Note: Main idea may include topic, subject, theme, central thought or message, lesson or moral, thesis, and author's purpose and/or point of view.	X	

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
5. Interpret passages in print material. • Identifying main idea • Drawing conclusions • Determining cause and effect • Identifying fact and opinion • Summarizing passages • Identifying author's purpose	Reading II-2 Draw conclusions. • Draw conclusions based on information in one or more passages. Reading II-3 Determine cause and effect. • Infer the cause(s) of effect(s) stated or implied in a passage. • Infer the effect(s) of cause(s) stated or implied in a passage. Reading II-4 Detect propaganda; distinguish fact from opinion. • Identify an author's purpose or point of view in one or more passages. • Identify vocabulary or other uses of language that are intended to persuade or influence the reader to agree or disagree with a point of view and/or take a particular action.	X –	

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
5. (continued)	• Identify the purpose of specific persuasive techniques, but not label or define the techniques. • Distinguish facts from opinions based on a passage.		
6. Demonstrate reading improvement gained through substantial amounts of daily reading.	Reading II-5 Recognize statements that adequately summarize a passage.	X	
7. Use literary analysis. • Identifying and analyzing literary elements - Character - Setting - Plot, including problem and solution - Point of view • Identifying figurative language	Reading III-1 The student will apply critical analysis strategies and judge texts critically to recognize fallacies of logic and judge strength of argument. • Recognize faulty logic in one or more passages. • Evaluate faulty logic in one or more passages. • Recognize the strength(s) or weakness(es) of argument(s) in one or more passages.	X	

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
7. (continued)	• Evaluate the strength(s) or weakness(es) of argument(s) in one or more passages. • Recognize terminology used by an author to strengthen argument(s), but not label or define the terminology. Reading III-2 Analyze literary elements. • Analyze literary elements as they relate to the comprehension of a passage, but not label or define the elements. Note: Literary elements are limited to theme, character, tone, setting, mood, plot, and literary point of view. Reading III-3 Demonstrate understanding of figurative language and analogy. • Analyze the use of analogy in a passage.		

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
7. (continued)	• Analyze how figurative language enhances the comprehension of passages, but not label or define the figurative language. Note: types of figurative language are limited to simile, imagery, metaphor, personification, and hyperbole (overstatement). Reading IV-3 Discern organizational patterns. • Determine the organizational pattern of a passage, but not label the pattern. Note: Organizational patterns may include chronological order, spatial order, order of importance, comparison and contrast, cause and effect, and main idea with examples or anecdotes.		
8. Read grade-level texts aloud and silently with fluency and comprehension.			
9. Choose to read a variety of literature representative of various genres.			

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
9. (continued) • Fiction • Nonfiction • Poetry			
10. Monitor own reading. • Self-questioning • Rereading • Using context clues • Adjusting speed • Accessing prior knowledge and experience			
11. Read materials encountered in daily lives. • Textual Example: classroom texts • Functional Examples: directions, schedules • Recreational Examples: classic literature, writing by self and peers, trade books		X	
12. Apply strategies of a skillful listener. • Focusing on the identified purposes • Focusing on the speaker			

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
12. (continued) • Attending to the listening task • Assigning meaning to messages received			
13. Exhibit a growing independence in selecting appropriate print and non-print media for a variety of purposes. • Pleasure Examples: short stories, biographies, videos, poetry, trade books • Information Examples: newspapers, magazines, television, computers, nonfiction, Internet			
14. Develop an understanding of cultural similarities and differences noted through exposure to multicultural literature. Examples: clothing, food, games	Reading I-3 Follow directions. • Identify directions that are implicit or embedded in a passage. • Identify the outcome or product of a set of directions. • Recognize when a set of directions has been followed correctly.	X	

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
15. Identify ways fictional characters and events reflect real experiences. Example: relating hardships faced by pioneers in literature to hardships faced by families today	Note: Directions will relate to activities that are appropriate for Grade 11 students.		
16. Employ study strategies to gain information. • Previewing • Predicting • Questioning • Following directions • Sequencing • Locating • Taking notes • Using graphic organizers	Reading IV-2 Demonstrate the ability to preview and predict. • Preview text features to make a prediction about the text content. Note: Text features may include headings, subheadings, illustrations, footnotes, captions, topic sentences, book jackets, introductory paragraphs, and such graphic displays as charts, maps, graphs, and timelines. Reading IV-3 Discern organizational patterns.	X	

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
16. (continued)	• Determine the organizational pattern of a passage, but not label the pattern. Note: Organizational patterns may include chronological order, spatial order, order of importance, comparison and contrast, cause and effect, and main idea with examples or anecdotes.		
17. Relate to the experiences and feelings of literary characters.			
18. Use appropriate reference sources with assistance for a variety of purposes. • Dictionary • Encyclopedia • Globe • Chart • Electronic media • Newspaper • Thesaurus	Reading IV-4 Demonstrate the ability to locate information in reference material. • Comprehend information in reference materials. Note: Reference materials may include glossaries; dictionaries; indexes; tables of contents; appendixes; and research sources such as atlases, almanacs, encyclopedias, readers' guides, and both print-based and electronic card catalogs.	X	

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
19. Demonstrate vocabulary growth developed through reading and listening to literature. • Expanding vocabulary in listening, speaking, reading, and writing • Improving sentence and paragraph structure in writing • Improving spelling and mechanics in writing • Improving grammar and usage in speaking and writing	Language I-9 Identify correct usage of commonly confused words. • Words that sound alike but have different meanings. • Words that are frequently confused although not pronounced alike. • Words that are commonly misused. Language II-1 Use words that create clarity, precision, and vivid description. • Action verbs, not linking verbs. • Specific terms, not general or vague. • Clear, precise, vivid language. Note: Language to avoid includes , but is not limited to, overused, clichéd words, superfluous verbiage, redundancy, and jargon.	X	

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
19. (continued)	Language II-2 Use formal and informal language appropriately. • Informal language. • Formal language. Note: Formal language should avoid slang, contractions, second person, and jargon.		
20. Use the writing process with guidance when composing different forms of written expression. • Prewriting Examples: brainstorming, mapping, reading • Drafting Example: expressing ideas • Revising Example: making changes based on feedback from others • Editing* Example: correcting common errors of grammar, usage, mechanics, and spelling	Language III-1 Correct run-on sentences, sentence fragments, and comma splices. Language V-1 Determine logical progression and completeness of paragraphs. • Introductory sentences. • Concluding sentences. • Sequence of events or details. • Transitional words. • Irrelevant and/or redundant sentences.	X	

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
20. (continued) • Publishing Example: preparing final product for public review	Reading IV-1 Determining word meaning through the use of context clues. • Determine the meaning of words or phrases in context. Note: Target words or phrases may include uncommon meanings of common words or phrases; specialized or technical vocabulary; and words or phrases that might be unfamiliar to most Grade 11 students.		
21. Know and apply principles of grammar and usage in writing, speaking, and presenting and apply mechanics in writing. • Capitalization - First word in sentence - Letter parts - Proper nouns - Titles of people, books, and works of art - Days and months	Language I-1 Identify correct noun forms (singular and plural). • Regular and irregular forms • Collective nouns. • Proper nouns. • Compound nouns. • Words with alternate accepted forms. Note: The plural of *index* could be *indexes* or *indices*.	X	

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
21. (continued) • Punctuation - Apostrophe with contraction and possessive - Commas to separate items in a series, in an address, and in a compound sentence - Period with abbreviation - End marks - Quotation marks and comma with dialogue • Grammar and usage - Subject-verb agreement with simple subject - Appropriate tenses including present, past, and future - Pronoun case - Parts of speech (nouns, verbs, pronouns, adjectives, adverbs)	Language I-2 Identify correct verb forms. • Regular and irregular verbs. • Number. • Tense. Language I-3 Recognize subject-verb agreement. • Singular and plural subjects, including compound subjects. Note: Compound subjects will include those joined by "or," with the second element singular or plural. • Compound in form, singular in meaning. • Plural in form, singular in meaning. • Regular and inverted order. • Collective nouns, when correct verb form depends on rest of sentence. • Sentences with intervening phrases.		

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
21. (continued)	• Indefinite pronoun as subject. • Correlative conjunctions. Language I-4 Recognize pronoun-antecedent agreement in number and gender. Language 1-5 Identify incorrect shifts in verb tense. • Verb shifts within sentences. • Verb shifts within paragraphs. • All tenses. Language I-6 Identify correct pronoun case. • Nominative, objective, possessive case. Note: Pronoun case may include reflexive pronouns. • Contractions. • Misspellings such as "our's" and "her's".		

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
21. (continued)	Language I-8 Determine correct placement of modifiers. • Dangling participles. • Misplaced participles. Note: Modifiers may be words, phrases, or clauses; adjectives and adverbs [adjectival and adverbial phrases and clauses]; or verbals. Language IV-1 Demonstrate correct use of capitalization. • Direct quotations, including complete sentences and broken quotations. • Proper nouns and proper adjectives. • Titles. Language IV-2 Demonstrate correct use of commas.		

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
21. (continued)	• Items in a series. • Direct address, appositives, and parenthetical expressions. • Conventional uses • After introductory adverbial clauses. • With quotation marks. • Before coordinating conjunction in compound sentences consisting of two long independent clauses. Reading IV-3 Demonstrate correct use of a semicolon and a colon. • Semicolon to separate elements in a series in which one element in the series is already separated by commas. • Semicolon in a compound sentence with no conjunction. • Semicolon before a conjunctive adverb. • Colon to introduce a list within a sentence.		

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
21. (continued)	Language IV-4 Demonstrate correct use of quotation marks and underlining. • Quotation marks in direct quotations, including broken quotations. • Quotation marks to indicate titles. • Underlining to indicate titles. Language IV-5 Demonstrate correct use of the apostrophe. • Possessive of singular nouns. • Possessive of plural nouns. • Possessive of compound nouns. • Contractions.		

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
22. Monitor the writing process. • Self-evaluation • Peer evaluation • Teacher evaluation			
23. Exhibit the habit of writing daily in academic, social, and/or personal situations. Examples: journals, self-selected or assigned topics, friendly letters, envelope addresses, thank-you notes, invitations, messages, book reports, poetry, forms, learning logs, summaries, e-mail messages			
24. Write in a variety of modes to express meaning. • Descriptive • Narrative • Expository			
25. Organize paragraphs with attention to basic characteristics. • Topic sentence • Supporting sentence • Purpose and audience • Sentence combining and coherence			

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
26. Correct errors in sentence structure in oral and written presentations. • Awkward construction • Fragments • Run-ons	Language III-1 Correct run-on sentences, sentence fragments, and comma splices.	X	
27. Write meaningful simple sentences and short paragraphs.			
28. Spell correctly in final written products.			
29. Write legibly in manuscript to communicate clearly.			
30. Demonstrate an ability to communicate in cursive writing. • Letter formation • Spacing of letters and words • Slant • Shape • Direction			
31. Use computers for expression. Examples: word processing, multimedia presentations			

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
32. Apply figurative language found in literature to enhance written and oral expression. Example: similes 33. Organize and present information in visual, oral, and/or print format. 34. Exhibit skill in dramatizations and other oral presentations. Examples: Reader's Theatre, choral readings, student-created dramas, formal plays 35. Demonstrate facility with oral language for a wide range of purposes. • Voice modulation • Eye contact • Articulation • Focus • Audience awareness Examples: storytelling, engaging in conversations, giving directions, presenting			

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
CONTENT STANDARDS 1. Use a wide range of strategies to interpret, evaluate, appreciate, and construct meaning from print materials. • Applying prior knowledge and experiences • Using knowledge of word meaning • Applying knowledge of sentence structure and context • Previewing and predicting • Using structural analysis of words Examples: roots, prefixes, suffixes • Locating information in reference sources	Reading I-1 Identify supporting details. • Identify details that support main idea(s) in one or more passages. Reading I-2 Determine sequence of events. • Identify sequential order in one or more passages. Note: Sequential order may include dates; first, next, last; before and after; and order of events. Reading I-3 Follow directions. • Identify directions that are implicit or embedded in a passage. • Identify the outcome or product of a set of directions. • Recognize when a set of directions has been followed correctly. Note: Directions will relate to activities that are appropriate for Grade 11 students.	X	

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
1. (continued)	Reading IV-1 Determining word meaning through the use of context clues. • Determine the meaning of words or phrases in context. Note: Target words or phrases may include uncommon meanings of common words or phrases; specialized or technical vocabulary; and words or phrases that might be unfamiliar to most Grade 11 students. Reading IV-2 Demonstrate the ability to preview and predict. • Preview text features to make a prediction about the text content. Note: Text features may include headings, subheadings, illustrations, footnotes, captions, topic sentences, book jackets, introductory paragraphs, and such graphic displays as charts, maps, graphs, and timelines.		

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
2. Apply knowledge of text features to gain meaning. • Titles • Headings • Graphic aids • Glossary • Boldfaced print • Index • Table of contents			
3. Exhibit the habit of reading for a substantial amount of time daily, including assigned and self-selected materials at their independent and instructional levels.	Reading I-1 Identify supporting details. • Identify details that support main idea(s) in one or more passages. Reading I-2 Determine sequence of events. • Identify sequential order in one or more passages. Note: Sequential order may include dates; first, next, last; before and after; and order of events.	X	

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4. Demonstrate literal understanding of print material. • Identifying important details • Identifying sequence of events • Following directions	Reading I-3 Follow directions. • Identify directions that are implicit or embedded in a passage. • Identify the outcome or product of a set of directions. • Recognize when a set of directions has been followed correctly. Note: Directions will relate to activities that are appropriate for Grade 11 students.	X	
5. Interpret passages in print material. • Identifying main idea • Drawing conclusions • Determining cause and effect • Identifying fact versus opinion • Detecting bias • Identifying author's purpose	Reading II-1 Identify main idea. • Recognize the main idea in a paragraph or passage(s). Note: Main idea may include topic, subject, theme, central thought or message, lesson or moral, thesis, and author's purpose and/or point of view.	X	

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5. (continued)	Reading II-2 Draw conclusions. • Draw conclusions based on information in one or more passages. Reading II-3 Determine cause and effect. • Infer the cause(s) of effect(s) stated or implied in a passage. • Infer the effect(s) of cause(s) stated or implied in a passage. Reading II-4 Detect propaganda; distinguish fact from opinion. • Identify an author's purpose or point of view in one or more passages. • Identify vocabulary or other uses of language that are intended to persuade or influence the reader to agree or disagree with a point of view and/or take a particular action.		

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5. (continued)	• Identify the purpose of specific persuasive techniques, but not label or define the techniques. • Distinguish facts from opinions based on a passage. Reading II-5 Recognize statements that adequately summarize a passage. Reading III-1 Recognize fallacies of logic and judge strength of argument. • Recognize faulty logic in one or more passages. • Evaluate faulty logic in one or more passages. • Recognize the strength(s) or weakness(es) of argument(s) in one or more passages. • Evaluate the strength(s) or weakness(es) of argument(s) in one or more passages. • Recognize terminology used by an author to strengthen argument(s), but not label or define the terminology.		
6. Demonstrate reading improvement gained through substantial amounts of daily reading.			

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7. Use literary analysis. • Identifying and analyzing literary elements - Theme - Character - Setting - Plot, including problem and solution - Point of view • Identifying figurative language	Reading III-2 Analyze literary elements. • Analyze literary elements as they relate to the comprehension of a passage, but not label or define the elements. Note: Literary elements are limited to theme, character, tone, setting, mood, plot, and literary point of view. Reading III-3 Demonstrate understanding of figurative language and analogy. • Analyze the use of analogy in a passage. • Analyze how figurative language enhances the comprehension of passages, but not label or define the figurative language. Note: types of figurative language are limited to simile, imagery, metaphor, personification, and hyperbole (overstatement).	X	

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7. (continued) 8. Read grade-level texts aloud and silently with fluency and comprehension. 9. Choose to read and view a variety of literature representing many cultures, eras, genres, and ideas. • Fiction • Nonfiction • Poetry • Prose • Drama	Reading IV-3 Discern organizational patterns. • Determine the organizational pattern of a passage, but not label the pattern. Note: Organizational patterns may include chronological order, spatial order, order of importance, comparison and contrast, cause and effect, and main idea with examples or anecdotes.		

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10. Continue to monitor and control own reading. • Self-questioning • Rereading • Using context clues • Adjusting speed • Accessing prior knowledge and experiences	Reading IV-1 Determining word meaning through the use of context clues. • Determine the meaning of words or phrases in context. Note: Target words or phrases may include uncommon meanings of common words or phrases; specialized or technical vocabulary; and words or phrases that might be unfamiliar to most Grade 11 students.	X	
11. Read materials encountered in daily lives. • Textual Example: classroom texts • Functional Examples: directions, schedules • Recreational Examples: writing by self and peers, trade books		X	
12. Apply strategies of a skillful listener. • Establishing purposes • Focusing on the listening task • Discriminating among received messages			

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12. (continued) • Assigning meaning to messages received • Using self-monitoring techniques to assess effectiveness			
13. Exhibit increased independence in selecting appropriate print and non-print media for a variety of purposes. • Pleasure Examples: short stories, videos, poetry, trade books • Information Examples: newspapers, magazines, television, computers, nonfiction, Internet			
14. Distinguish between fact and opinion in information from a variety of sources. Examples: Internet, commercials	Reading II-4 Detect propaganda; distinguish fact from opinion. • Identify an author's purpose or point of view in one or more passages. • Identify vocabulary or other uses of language that are intended to persuade or influence the reader to agree or disagree with a point of view and/or take a particular action.	X	

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14. (continued)	• Identify the purpose of specific persuasive techniques, but not label or define the techniques. • Distinguish facts from opinions based on a passage.		
15. Describe cultural similarities and differences through exposure to multicultural literature. Examples: school life, holidays, housing			
16. Identify ways that characters and events reflect real experiences.			
17. Compare and contrast story elements and the experiences and feelings of literary characters to students' lives.			
18. Employ study strategies with increasing facility to gain information. • Previewing • Predicting • Questioning • Following directions • Sequencing • Locating • Taking notes • Using graphic organizers	Reading IV-3 Discern organizational patterns. • Determine the organizational pattern of a passage, but not label the pattern. Note: Organizational patterns may include chronological order, spatial order, order of importance, comparison and contrast, cause and effect, and main idea with examples or anecdotes.	X	

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18. (continued)	Reading IV-4 Demonstrate the ability to locate information in reference material. • Comprehend information in reference materials. Note: Reference materials may include glossaries; dictionaries; indexes; tables of contents; appendixes; and research sources such as atlases, almanacs, encyclopedias, readers' guides, and both print-based and electronic card catalogs.		
19. Use appropriate reference sources for a variety of purposes. • Dictionary • Encyclopedia • Globe • Chart • Electronic media • Newspaper • Thesaurus • Telephone directory	Reading IV-4 Demonstrate the ability to locate information in reference material. • Comprehend information in reference materials. Note: Reference materials may include glossaries; dictionaries; indexes; tables of contents; appendixes; and research sources such as atlases, almanacs,	X	

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19. (continued)	encyclopedias, readers' guides, and both print-based and electronic card catalogs.		
20. Demonstrate vocabulary growth developed through reading and listening to literature. • Increasing vocabulary in listening, speaking, reading, and writing • Improving sentence and paragraph structure in writing • Improving spelling and mechanics in writing • Improving grammar and usage in speaking and writing	Language I-9 Identify correct usage of commonly confused words. • Words that sound alike but have different meanings. • Words that are frequently confused although not pronounced alike. • Words that are commonly misused. Language II-1 Use words that create clarity, precision, and vivid description. • Action verbs, not linking verbs. • Specific terms, not general or vague. • Clear, precise, vivid language.	X	

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	Note: Language to avoid includes, but is not limited to, overused, clichéd words, superfluous verbiage, redundancy, and jargon. Language II-2 Use formal and informal language appropriately. • Informal language. • Formal language. Note: Formal language should avoid slang, contractions, second person, and jargon.		
21. Use the writing process with assistance when composing different forms of written expression. • Prewriting Examples: brainstorming, mapping, discussing reading • Drafting Example: expressing ideas with ease • Revising Examples: reorganizing ideas, choosing more precise words	Language I-1 Identify correct noun forms (singular and plural). • Regular and irregular forms. • Collective nouns. • Proper nouns. • Compound nouns. • Words with alternate accepted forms. Note: The plural of *index* could be *indexes* or *indices*.	X	

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21. (continued) • Editing* Example: recognizing and correcting common errors of grammar, usage, mechanics, and spelling • Publishing Example: preparing final product for public review	Language I-2 Identify correct verb forms. • Regular and irregular verbs. • Number. • Tense. Language I-3 Recognize subject-verb agreement. • Singular and plural subjects, including compound subjects. Note: Compound subjects will include those joined by "or," with the second element singular or plural. • Compound in form, singular in meaning. • Plural in form, singular in meaning. • Regular and inverted order. • Collective nouns, when correct verb form depends on rest of sentence. • Sentences with intervening phrases. • Indefinite pronoun as subject. • Correlative conjunctions.		

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22. Monitor the writing process. • Self-evaluation • Peer evaluation • Teacher evaluation			
23. Know and apply principles of grammar and usage in writing, speaking, and presenting and apply mechanics in writing. • Capitalization - First word in sentence - First word in quotation - Letter parts - Proper nouns - Titles of people, books, and works of art - Days and months • Punctuation - Apostrophe with contraction and possessive - Commas to separate items in a series, in an address, and in a compound sentence - Period with abbreviations - End marks - Quotation marks and comma with dialogue - Underlining or italicizing book titles • Grammar and Usage - Subject-verb agreement with simple subject - Adjective forms - Appropriate tenses including past, present, and future	Language I-1 Identify correct noun forms (singular and plural). • Regular and irregular forms. • Collective nouns. • Proper nouns. • Compound nouns. • Words with alternate accepted forms. Note: The plural of *index* could be *indexes* or *indices*. Language I-2 Identify correct verb forms. • Regular and irregular verbs. • Number. • Tense. Language I-3 Recognize subject-verb agreement. • Singular and plural subjects, including compound subjects.	X	

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
23. (continued) - Pronoun case - Special usage problems such as double negatives - Parts of speech (nouns, verbs, adjectives, adverbs, pronouns)	Note: Compound subjects will include those joined by "or," with the second element singular or plural. • Compound in form, singular in meaning. • Plural in form, singular in meaning. • Regular and inverted order. • Collective nouns, when correct verb form depends on rest of sentence. • Sentences with intervening phrases. • Indefinite pronoun as subject. • Correlative conjunctions. Language I-5 Identify incorrect shifts in verb tense. • Verb shifts within sentences. • Verb shifts within paragraphs. • All tenses. Language I-6 Identify correct pronoun case. • Nominative, objective, possessive case.		

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23. (continued)	Note: Pronoun case may include reflexive pronouns. • Contractions. • Misspellings such as "our's" and "her's." Language III-1 Correct run-on sentences, sentence fragments, and comma splices. Language IV-1 Demonstrate correct use of capitalization. • Direct quotations, including complete sentences and broken quotations. • Proper nouns and proper adjectives. • Titles. Language IV-2 Demonstrate correct use of commas. • Items in a series. • Direct address, appositives, and parenthetical expressions. • Conventional uses.		

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23. (continued)	• After introductory adverbial clauses. • With quotation marks. • Before coordinating conjunction in compound sentences consisting of two long independent clauses. Language IV-4 Demonstrate correct use of quotation marks and underlining. • Quotation marks in direct quotations, including broken quotations. • Quotation marks to indicate titles. • Underlining to indicate titles.		
24. Exhibit the habit of writing daily in academic, social, and/or personal situations. Examples: journals, self-selected or assigned topics, friendly and business letters, envelope addresses, thank-you notes, invitations,	Language IV-5 Demonstrate correct use of the apostrophe. • Possessive of singular nouns. • Possessive of plural nouns. • Possessive of compound nouns. • Contractions.	X	

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24. (continued) messages, reports, poetry, forms, learning logs, summaries, e-mail messages	Language II-2 Use formal and informal language appropriately. • Informal language. • Formal language. Note: Formal language should avoid slang, contractions, second person, and jargon.		
25. Write in a variety of modes to express meaning. • Descriptive • Narrative • Expository			
26. Organize content of written compositions with attention to basic characteristics. • Topic sentence • Supporting sentences • Purpose and audience • Sentence combining and coherence	Language V-1 Determine logical progression and completeness of paragraphs. • Introductory sentences. • Concluding sentences. • Sequence of events or details. • Transitional words. • Irrelevant and/or redundant sentences. Language III-1 Correct run-on sentences, sentence fragments, and comma splices.	X	

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27. Correct errors in sentence structure in oral and written presentations. • Awkward construction • Fragments • Run-ons		X	
28. Write meaningful sentences and paragraphs.			
29. Spell words correctly in final written products.		X	
30. Exhibit an increased proficiency with cursive writing. • Letter formation • Spacing of letters and words • Slant • Shape • Direction			
31. Use computers for expression. Examples: word processing, multimedia presentations			
32. Apply figurative language found in literature to enhance written and oral production of language. Examples: similes, metaphors			

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33. Organize and present information using a variety of media and student-produced text. 34. Exhibit skill in dramatization and other oral presentations. Examples: Reader's Theatre, choral readings, student-created dramas, formal plays 35. Demonstrate facility with oral language for a wide range of purposes. • Voice modulation • Eye contact • Articulation • Focus • Audience awareness			

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
CONTENT STANDARDS 1. Use a wide range of strategies to interpret, evaluate, appreciate, and construct meaning from print materials. • Applying prior knowledge and experiences • Using knowledge of word meaning • Applying knowledge of sentence structure and context • Reviewing and predicting • Using structural analysis of words Examples: roots, prefixes, suffixes • Locating information in reference sources	Reading I-1 Identify supporting details. • Identify details that support main idea(s) in one or more passages. Reading I-2 Determine sequence of events. • Identify sequential order in one or more passages. Note: Sequential order may include dates; first, next, last; before and after; and order of events. Reading I-3 Follow directions. • Identify directions that are implicit or embedded in a passage. • Identify the outcome or product of a set of directions. • Recognize when a set of directions has been followed correctly. Note: Directions will relate to activities that are appropriate for Grade 11 students.	X	

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
1. (continued)	Reading IV-1 Determining word meaning through the use of context clues. • Determine the meaning of words or phrases in context. Note: Target words or phrases may include uncommon meanings of common words or phrases; specialized or technical vocabulary; and words or phrases that might be unfamiliar to most Grade 11 students. Reading IV-2 Demonstrate the ability to preview and predict. • Preview text features to make a prediction about the text content. Note: Text features may include headings, subheadings, illustrations, footnotes, captions, topic sentences, book jackets, introductory paragraphs, and such graphic displays as charts, maps, graphs, and timelines.		

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2. Use text features to gain meaning. • Titles • Headings • Graphic aids • Glossary • Boldfaced print • Index • Table of contents			
3. Exhibit the habit of reading for a substantial amount of time daily, including assigned and self-selected materials at their independent and instructional levels.			
4. Demonstrate literal understanding of print material. • Identifying important details • Identifying sequence of events • Following directions	Reading I-1 Identify supporting details. • Identify details that support main idea(s) in one or more passages. Reading I-2 Determine sequence of events. • Identify sequential order in one or more passages. Note: Sequential order may include dates; first, next, last; before and after; and order of events.	X	

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
4. (continued)	Reading I-3 Follow directions. • Identify directions that are implicit or embedded in a passage. • Identify the outcome or product of a set of directions. • Recognize when a set of directions has been followed correctly. Note: Directions will relate to activities that are appropriate for Grade 11 students.		
5. Interpret passages in print material. • Identifying main idea • Drawing conclusions • Determining cause and effect • Identifying fact and opinion • Detecting bias • Summarizing passages • Identifying author's purpose	Reading II-1 Identify main idea. • Recognize the main idea in a paragraph or passage(s). Note: Main idea may include topic, subject, theme, central thought or message, lesson or moral, thesis, and author's purpose and/or point of view. Reading II-2 Draw conclusions. • Draw conclusions based on information in one or more passages.	X	

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
5. (continued)	Reading II-3 Determine cause and effect. • Infer the cause(s) of effect(s) stated or implied in a passage. • Infer the effect(s) of cause(s) stated or implied in a passage. Reading II-4 Detect propaganda; distinguish fact from opinion. • Identify an author's purpose or point of view in one or more passages. • Identify vocabulary or other uses of language that are intended to persuade or influence the reader to agree or disagree with a point of view and/or take a particular action. • Identify the purpose of specific persuasive techniques, but not label or define the techniques. • Distinguish facts from opinions based on a passage. Reading II-5 Recognize statements that adequately summarize a passage.		

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5. (continued)	Reading III-1 Recognize fallacies of logic and judge strength of argument. • Recognize faulty logic in one or more passages. • Evaluate faulty logic in one or more passages. • Recognize the strength(s) or weakness(es) of argument(s) in one or more passages. • Evaluate the strength(s) or weakness(es) of argument(s) in one or more passages. Recognize terminology used by an author to strengthen argument(s), but not label or define the terminology.		
6. Demonstrate reading improvement gained through substantial amounts of daily reading.			
7. Use literary analysis. • Identifying and analyzing literary elements - Theme - Character - Setting - Plot, including problem and solution - Point of view	Reading III-2 Analyze literary elements. • Analyze literary elements as they relate to the comprehension of a passage, but not label or define the elements. Note: Literary elements are limited to theme, character, tone, setting, mood, plot, and literary point of view.	X	

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7. (continued) • Identifying and understanding figurative language	Reading III-3 Demonstrate understanding of figurative language and analogy. • Analyze the use of analogy in a passage. • Analyze how figurative language enhances the comprehension of passages, but not label or define the figurative language. Note: types of figurative language are limited to simile, imagery, metaphor, personification, and hyperbole (overstatement). Reading IV-3 Discern organizational patterns. • Determine the organizational pattern of a passage, but not label the pattern. Note: Organizational patterns may include chronological order, spatial order, order of importance, comparison and contrast, cause and effect, and main idea with examples or anecdotes.		

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
8. Read grade-level texts aloud and silently with fluency and comprehension.			
9. Recognize the features of a variety of genres.	Reading IV-1 Determining word meaning through the use of context clues.	X	
10. Read and view a variety of literature representative of various cultures, eras, genres, and ideas to develop an appreciation of their heritage and that of others. • Fiction • Nonfiction • Poetry • Prose • Drama	• Determine the meaning of words or phrases in context. Note: Target words or phrases may include uncommon meanings of common words or phrases; specialized or technical vocabulary; and words or phrases that might be unfamiliar to most Grade 11 students.		
11. Monitor own reading. • Self questioning • Rereading • Using context clues • Adjusting speed • Accessing prior knowledge and experiences			
12. Read a variety of materials and genres encountered in daily lives. • Textual Examples: classroom texts, encyclopedias • Functional Examples: directions, schedules			

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12. (continued) • Recreational Examples: literature, writing by self and peers			
13. Apply strategies of a skillful listener. • Establishing purpose • Focusing on the listening task • Discriminating among received messages • Assigning meaning to messages received • Using self-monitoring techniques to assess effectiveness			
14. Select appropriate print and non-print media independently for a variety of purposes. • Pleasure Examples: novels, short stories, videos, poetry, trade books • Information Examples: newspapers, magazines, television, computers, nonfiction books, Internet	Reading II-4 Detect propaganda; distinguish fact from opinion. • Identify an author's purpose or point of view in one or more passages. • Identify vocabulary or other uses of language that are intended to persuade or influence the reader to agree or disagree with a point of view and/or take a particular action. • Identify the purpose of specific persuasive techniques, but not label or define the techniques.	X	

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
14. (continued)	• Distinguish facts from opinions based on a passage.		
15. Recognize persuasive techniques found in a variety of sources. Examples: advertisements, Internet, speeches, newspaper editorials			
16. Compare and contrast cultural similarities and differences of the world through exposure to multicultural literature.			
17. Describe how events, places, and characters encountered in written, spoken, and visual works reflect human experiences and influence the thinking of the reader, viewer, or listener. Example: fictional and actual accounts of life in the wild west stimulating a reader's curiosity			
18. Compare and contrast the experiences and feelings of literary characters to students' lives.			
19. Employ study strategies with increasing facility to gain information. • Previewing • Predicting	Reading IV-3 Discern organizational patterns. • Determine the organizational pattern of a passage, but not label the pattern.	X	

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19. (continued) • Questioning • Following directions • Sequencing • Locating • Note-taking • Using graphic organizers • Skimming • Scanning • Outlining	Note: Organizational patterns may include chronological order, spatial order, order of importance, comparison and contrast, cause and effect, and main idea with examples or anecdotes. Reading IV-4 Demonstrate the ability to locate information in reference material. • Comprehend information in reference materials. Note: Reference materials may include glossaries; dictionaries; indexes; tables of contents; appendixes; and research sources such as atlases, almanacs, encyclopedias, readers' guides, and both print-based and electronic card catalogs.		
20. Demonstrate vocabulary growth developed through reading and listening to literature. • Expanding vocabulary in listening, speaking, reading, and writing	Language I-9 Identify correct usage of commonly confused words. • Words that sound alike but have different meanings.	X	

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20. (continued) • Improving sentence and paragraph structure in writing • Improving spelling and mechanics in writing • Improving grammar and usage in speaking and writing	• Words that are frequently confused although not pronounced alike. • Words that are commonly misused. Language II-1 Use words that create clarity, precision, and vivid description. • Action verbs, not linking verbs. • Specific terms, not general or vague. • Clear, precise, vivid language. Note: Language to avoid includes, but is not limited to, overused, clichéd words, superfluous verbiage, redundancy, and jargon. Language II-2 Use formal and informal language appropriately. • Informal language. • Formal language. Note: Formal language should avoid slang, contractions, second person, and jargon.		

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
21. Use appropriate reference sources for a variety of purposes. • Dictionaries • Thesauruses • Encyclopedias • Maps and globes • Charts • Electronic media • Newspapers • Telephone directories	Reading IV-4 Demonstrate the ability to locate information in reference material. • Comprehend information in reference materials. Note: Reference materials may include glossaries; dictionaries; indexes; tables of contents; appendixes; and research sources such as atlases, almanacs, encyclopedias, readers' guides, and both print-based and electronic card catalogs.	X	
22. Write in a variety of modes to express meaning. • Descriptive • Narrative • Expository			
23. Exhibit the habit of writing on a daily basis in academic, social, and/or personal situations. Examples: learning logs, summaries, e-mail messages, friendly letters, social notes	Language IV-1 Demonstrate correct use of capitalization. • Direct quotations, including complete sentences and broken quotations. • Proper nouns and proper adjectives. • Titles.		

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
24. Organize content of written compositions with attention to basic characteristics. • Topic sentence • Supporting sentences • Purpose and audience • Sentence combining and coherence	Language II-2 Use formal and informal language appropriately. • Informal language. • Formal language. Note: Formal language should avoid slang, contractions, second person, and jargon. Language V-1 Determine logical progression and completeness of paragraphs. • Introductory sentences. • Concluding sentences. • Sequence of events or details. • Transitional words. • Irrelevant and/or redundant sentences.	X	
25. Use the writing process when composing different forms of written expression. • Prewriting Examples: choosing a topic, establishing purpose and audience, clustering, discussing, interviewing, reading, writing, using ideas from external sources	Language I-1 Identify correct noun forms (singular and plural). • Regular and irregular forms • Collective nouns. • Proper nouns. • Compound nouns. • Words with alternate accepted forms. Note: The plural of *index* could be *indexes* or *indices*.	X	

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25. (continued) • Drafting Example: expressing ideas with ease • Revising Example: using others' feedback, reorganizing ideas, adding details • Editing* Example: recognizing and correcting common errors of grammar, usage, mechanics, and spelling • Publishing Example: preparing final product for public review *See content standard 25 for specific concepts.	Language I-2 Identify correct verb forms. • Regular and irregular verbs. • Number. • Tense. Language I-3 Recognize subject-verb agreement. • Singular and plural subjects, including compound subjects. Note: Compound subjects will include those joined by "or," with the second element singular or plural. • Compound in form, singular in meaning. • Plural in form, singular in meaning. • Regular and inverted order. • Collective nouns, when correct verb form depends on rest of sentence. • Sentences with intervening phrases. • Indefinite pronoun as subject. • Correlative conjunctions.		

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
26. Know and apply principles of grammar and usage in writing, speaking, and presenting and apply mechanics in writing. • Capitalization - First word in quotation - Letter parts in business and friendly letter - Proper nouns and adjectives - Titles of people, books, and works of art - Days and months • Punctuation - End marks - Apostrophe with contraction and possessive - Comma(s) to set off appositive - Comma before coordinate conjunction in compound sentence - Commas to separate items in a series, after direct address, and in an address - Period with abbreviation - Quotation marks with titles of short stories and poems - Quotation marks and comma with dialogue - Colon to introduce a list - Underlining or italicizing book titles • Subject-verb agreement with simple and compound subjects	Language I-1 Identify correct noun forms (singular and plural). • Regular and irregular forms. • Collective nouns. • Proper nouns. • Compound nouns. • Words with alternate accepted forms. Note: The plural of *index* could be *indexes* or *indices*. Language I-2 Identify correct verb forms. • Regular and irregular verbs. • Number. • Tense. Language I-3 Recognize subject-verb agreement. • Singular and plural subjects, including compound subjects. Note: Compound subjects will include those joined by "or," with the second element singular or plural. • Compound in form, singular in meaning.	X	

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26. (continued) • Appropriate verb tenses (past, present, and future) • Forms of adjectives and adverbs • Forms of nouns and verbs • Pronoun case • Special problems such as double negative • Parts of speech	• Plural in form, singular in meaning. • Regular and inverted order. • Collective nouns, when correct verb form depends on rest of sentence. • Sentences with intervening phrases. • Indefinite pronoun as subject. • Correlative conjunctions. Language I-4 Recognize pronoun-antecedent agreement in number and gender. Language I-5 Identify incorrect shifts in verb tense. • Verb shifts within sentences. • Verb shifts within paragraphs. • All tenses. Language I-6 Identify correct pronoun case. • Nominative, objective, possessive case. Note: Pronoun case may include reflexive pronouns.		

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26. (continued)	• Contractions. • Misspellings such as "our's" and "her's." Language I-7 Identify effective use of voice. • Active voice. • Passive voice. Note: Active verbs preferred over passive. Language I-8 Determine correct placement of modifiers. • Dangling participles. • Misplaced participles. Note: Modifiers may be words, phrases, or clauses; adjectives and adverbs [adjectival and adverbial phrases and clauses]; or verbals. Language III-1 Correct run-on sentences, sentence fragments, and comma splices.		

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26. (continued)	Language IV-2 Demonstrate correct use of commas. • Items in a series. • Direct address, appositives, and parenthetical expressions. • Conventional uses. • After introductory adverbial clauses. • With quotation marks. • Before coordinating conjunction in compound sentences consisting of two long independent clauses. Language IV-3 Demonstrate correct use of a semicolon and a colon. • Semicolon to separate elements in a series in which one element in the series is already separated by commas. • Semicolon in a compound sentence with no conjunction. • Semicolon before a conjunctive adverb. • Colon to introduce a list within a sentence.		

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
26. (continued)	Language IV-4 Demonstrate correct use of quotation marks and underlining. • Quotation marks in direct quotations, including broken quotations. • Quotation marks to indicate titles. • Underlining to indicate titles. Language IV-5 Demonstrate correct use of the apostrophe. • Possessive of singular nouns. • Possessive of plural nouns. • Possessive of compound nouns. • Contractions.		
27. Monitor the writing process. • Self-evaluation • Peer evaluation • Teacher evaluation			

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
28. Spell correctly in final written products.		X	
29. Write legibly in cursive.			
30. Express meaning through writing more complex sentences, more detailed paragraphs, and multi-paragraph compositions in an organized manner.			
	Language		
31. Correct errors in sentence structure in oral and written presentations. • Awkward construction • Redundancy • Fragments • On-and-ons • Run-ons	III-1 Correct run-on sentences, sentence fragments, and comma splices.	X	
32. Use computers for expression. Examples: word processing, multimedia presentations			
33. Apply figurative language found in literature to enhance written and oral expression. Examples: personification, idioms, metaphors			
34. Organize and present information in visual, oral, and/or print form.			

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35. Exhibit skill in dramatizations and other oral presentations. Examples: Reader's Theatre, choral readings, student-created dramas, formal plays 36. Demonstrate increased facility with oral language for a wide range of purposes and audiences. • Voice modulation • Eye contact • Articulation • Focus			

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
CONTENT STANDARDS 1. Interpret and construct meaning by applying appropriate strategies to materials across the curriculum. Examples: making initial predictions about text meaning, using prior knowledge, setting purposes for reading, interpreting author's meaning, using monitoring strategies, correcting or confirming author's message, determining cause and effect, noting sequence of events, identifying main idea and supporting details	Reading I-1 Identify supporting details. • Identify details that support main idea(s) in one or more passages. Reading I-2 Determine sequence of events. • Identify sequential order in one or more passages. Note: Sequential order may include dates; first, next, last; before and after; and order of events. Reading II-1 Identify main idea. • Recognize the main idea in a paragraph or passage(s). Note: Main idea may include topic, subject, theme, central thought or message, lesson or moral, thesis, and author's purpose and/or point of view.	X	

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
1. (continued)	Reading II-3 Determine cause and effect. • Infer the cause(s) of effect(s) stated or implied in a passage. • Infer the effect(s) of cause(s) stated or implied in a passage. Reading II-4 Detect propaganda; distinguish fact from opinion. • Identify an author's purpose or point of view in one or more passages. • Identify vocabulary or other uses of language that are intended to persuade or influence the reader to agree or disagree with a point of view and/or take a particular action. • Identify the purpose of specific persuasive techniques, but not label or define the techniques. • Distinguish facts from opinions based on a passage. Reading IV-1 Determining word meaning through the use of context clues.		

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
1. (continued)	• Determine the meaning of words or phrases in context. Note: Target words or phrases may include uncommon meanings of common words or phrases; specialized or technical vocabulary; and words or phrases that might be unfamiliar to most Grade 11 students. Reading IV-2 Demonstrate the ability to preview and predict. • Preview text features to make a prediction about the text content. Note: Text features may include headings, subheadings, illustrations, footnotes, captions, topic sentences, book jackets, introductory paragraphs, and such graphic displays as charts, maps, graphs, and timelines. Reading IV-3 Discern organizational patterns. • Determine the organizational pattern of a passage, but not label the pattern.		

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
1. (continued)	Note: Organizational patterns may include chronological order, spatial order, order of importance, comparison and contrast, cause and effect, and main idea with examples or anecdotes.		
2. Read with ease textual, functional, and recreational materials encountered in daily life. Examples: textbooks, trade books, magazines, newspapers, computer materials, written correspondence, school rules	Reading I-3 Follow directions. • Identify directions that are implicit or embedded in a passage. • Identify the outcome or product of a set of directions. • Recognize when a set of directions has been followed correctly. Note: Directions will relate to activities that are appropriate for Grade 11 students.	X	
	Reading II-1 Identify main idea. • Recognize the main idea in a paragraph or passage(s). Note: Main idea may include topic, subject, theme, central		

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
2. (continued)	thought or message, lesson or moral, thesis, and author's purpose and/or point of view. Reading II-2 Draw conclusions. • Draw conclusions based on information in one or more passages.		
3. Exhibit the habit of reading for a substantial amount of time daily, including assigned and self-selected materials at their independent and instructional levels.			
4. Demonstrate reading improvement gained through substantial amounts of daily reading.			
5. Recognize various forms of literature according to characteristics. Examples: poetry, short stories, novels, plays, folktales, myths	Reading III-2 Analyze literary elements. • Analyze literary elements as they relate to the comprehension of a passage, but not label or define the elements. Note: Literary elements are limited to theme, character, tone, setting, mood, plot, and literary point of view.	X	

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5. (continued)	Reading III-3 Demonstrate understanding of figurative language and analogy. • Analyze the use of analogy in a passage. • Analyze how figurative language enhances the comprehension of passages, but not label or define the figurative language. Note: types of figurative language are limited to simile, imagery, metaphor, personification, and hyperbole (overstatement).		
6. Determine the author's purpose. • To persuade • To inform • To entertain	Reading II-4 Detect propaganda; distinguish fact from opinion. • Identify an author's purpose or point of view in one or more passages. • Identify vocabulary or other uses of language that are intended to persuade or influence the reader to agree or disagree with a point of view and/or take a particular action.		

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
6. (continued)	• Identify the purpose of specific persuasive techniques, but not label or define the techniques. • Distinguish facts from opinions based on a passage. Reading II-2 Draw conclusions. • • Draw conclusions based on information in one or more passages.		
7. Recognize the characteristics and cultural influences of works of literature representative of various eras. Examples: books and plays; presentations; class, school, and/or community productions; movies and television productions	Reading III-2 Analyze literary elements. • Analyze literary elements as they relate to the comprehension of a passage, but not label or define the elements. Note: Literary elements are limited to theme, character, tone, setting, mood, plot, and literary point of view.	X	
8. Be aware of writing and speaking styles that incorporate dialects, idioms, and intonation patterns.			

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
9. Become aware of the etymology of language. • Word origins • Cultural and regional expressions			
10. Recognize linguistic and cultural diversity. • Geographic • Ethnic			
11. Recognize the power of language as it evokes emotion; expands thinking; and influences problem solving, decision making, and action.	Reading III-1 Recognize fallacies of logic and judge strength of argument. • Recognize faulty logic in one or more passages. • Evaluate faulty logic in one or more passages. • Recognize the strength(s) or weakness(es) of argument(s) in one or more passages. • Evaluate the strength(s) or weakness(es) of argument(s) in one or more passages. • Recognize terminology used by an author to strengthen argument(s), but not label or define the terminology.	X	

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
11. (continued)	(Language II-1 Use words that create clarity, precision, and vivid description. • Action verbs, not linking verbs. • Specific terms, not general or vague. • Clear, precise, vivid language. Note: Language to avoid includes , but is not limited to, overused, clichéd words, superfluous verbiage, redundancy, and jargon.		
12. Develop general listening behaviors for different purposes and situations. Examples: comprehending messages, understanding literal meaning of words, remembering significant details accurately, remembering directions or sequences, paraphrasing spoken messages			

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
13. Select and indicate preference for sources of information. Examples: magazines, Internet, how-to books and videos			
14. Use study processes to manage information. Examples: locating resource materials and information; taking notes; summarizing, organizing, questioning, and retaining information	Reading IV-2 Demonstrate the ability to preview and predict. • Preview text features to make a prediction about the text content. Note: Text features may include headings, subheadings, illustrations, footnotes, captions, topic sentences, book jackets, introductory paragraphs, and such graphic displays as charts, maps, graphs, and timelines.	X	

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
14. (continued)	(Reading IV-3 Discern organizational patterns. • Determine the organizational pattern of a passage, but not label the pattern. Note: Organizational patterns may include chronological order, spatial order, order of importance, comparison and contrast, cause and effect, and main idea with examples or anecdotes. Reading IV-4 Demonstrate the ability to locate information in reference material. • Comprehend information in reference materials. Note: Reference materials may include glossaries; dictionaries; indexes; tables of contents; appendixes; and research sources such as atlases, almanacs, encyclopedias, readers' guides, and both print-based and electronic card catalogs.		

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
15. Demonstrate an awareness of the research process. • Locating and using multiple sources Examples: retrieving, selecting, evaluating • Accomplishing a variety of purposes Examples: personal research, content-area research • Documenting Example: correct use of copyrighted materials • Presenting findings Examples: projects, posters, demonstrations, multimedia presentations	Reading IV-4 Demonstrate the ability to locate information in reference material. • Comprehend information in reference materials. Note: Reference materials may include glossaries; dictionaries; indexes; tables of contents; appendixes; and research sources such as atlases, almanacs, encyclopedias, readers' guides, and both print-based and electronic card catalogs.	X	
16. Respond with understanding and empathy to information read, viewed, and heard. Examples: question-and-answer sessions, classroom discussions, student journals			
17. Develop an extended vocabulary through reading, listening, viewing, writing, speaking, and presenting. • Synonyms • Antonyms • Affixes and base words	Language II-1 Use words that create clarity, precision, and vivid description. • Action verbs, not linking verbs. • Specific terms, not general or vague.	X	

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
17. (continued) • Classifications • Context clues	• Clear, precise, vivid language. Note: Language to avoid includes, but is not limited to, overused, clichéd words, superfluous verbiage, redundancy, and jargon. Language II-2 Use formal and informal language appropriately. • Informal language. • Formal language. Note: Formal language should avoid slang, contractions, second person, and jargon.		
18. Use available computer technology to enhance reading and writing skills. Examples: interactive reading and writing programs, word processing	Language IV-4 Demonstrate correct use of quotation marks and underlining. • Quotation marks in direct quotations, including broken quotations. • Quotation marks to indicate titles. • Underlining to indicate titles.	X	

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
19. Read aloud effectively from literature and personal compositions. Examples: choral reading, creative dramatics, dramatic readings			
20. Demonstrate effective listening and speaking behaviors for varied situations and purposes. • Interpersonal situations Examples: taking turns, asking questions, adjusting proximity to other person • Group discussion Examples: taking turns, asking questions, noting facial expressions, attending to speakers • Public speaking Examples: audience awareness, posture, gestures			
21. Use the writing process when composing various forms of written expression. • Prewriting Examples: choosing topic, developing word/topic banks • Drafting	Language II-1 Use words that create clarity, precision, and vivid description. • Action verbs, not linking verbs. • Specific terms, not general or vague. • Clear, precise, vivid language.	X	

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21. (continued) Example: focusing on purpose • Revising Example: clarifying the meaning after a teacher conference • Editing* Example: making needed corrections • Publishing Examples: sharing orally, making room displays	Note: Language to avoid includes, but is not limited to, overused, clichéd words, superfluous verbiage, redundancy, and jargon. Language V-1 Determine logical progression and completeness of paragraphs. • Introductory sentences. • Concluding sentences. • Sequence of events or details. • Transitional words. • Irrelevant and/or redundant sentences.		
22. Know and apply principles of grammar and usage in writing, speaking, and presenting and apply mechanics in writing. • Capitalization - First word in quotation - Parts of a letter - Proper nouns and adjectives - Regions of country - Titles of people, books, and works of art *See content standard 21 for specific concepts.	Language I-1 Identify correct noun forms (singular and plural). • Regular and irregular forms. • Collective nouns. • Proper nouns. • Compound nouns. • Words with alternate accepted forms. Note: The plural of *index* could be *indexes* or *indices*.	X	

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22. (continued) • Punctuation - Comma(s) to set off appositive - Comma before coordinate conjunction in compound sentence - Commas with items in a series and introductory elements - Colon to introduce a list - Quotation marks and commas with direct quotations - Apostrophe with contraction and for possession - End punctuation • Grammar, usage, and spelling - Adverb and adjective forms - Noun and verb forms - Appropriate tense (present, past, and future) - Subject-verb agreement (including indefinite pronoun as subject) - Pronoun case - Special usage problems Examples: double negatives, homonym confusion - Parts of speech - Variety in word choice - Developing compound and complex sentences - Avoiding redundancy, fragments, run-ons, and on-and-on sentences	Language I-2 Identify correct verb forms. • Regular and irregular verbs. • Number. • Tense. Language I-3 Recognize subject-verb agreement. • Singular and plural subjects, including compound subjects. Note: Compound subjects will include those joined by "or," with the second element singular or plural. • Compound in form, singular in meaning. • Plural in form, singular in meaning. • Regular and inverted order. • Collective nouns, when correct verb form depends on rest of sentence. • Sentences with intervening phrases. • Indefinite pronoun as subject. • Correlative conjunctions.		

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22. (continued)	Language I-4 Recognize pronoun-antecedent agreement in number and gender. Language I-5 Identify incorrect shifts in verb tense. • Verb shifts within sentences. • Verb shifts within paragraphs. • All tenses. Language I-6 Identify correct pronoun case. • Nominative, objective, possessive case. Note: Pronoun case may include reflexive pronouns. • Contractions. • Misspellings such as "our's" and "her's." Language I-7 Identify effective use of voice. • Active voice. • Passive voice. Note: Active verbs preferred over passive.		

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
22. (continued)	Language I-8 Determine correct placement of modifiers. • Dangling participles. • Misplaced participles. Note: Modifiers may be words, phrases, or clauses; adjectives and adverbs adjectival and adverbial phrases and clauses); or verbals. Language II-1 Use words that create clarity, precision, and vivid description. • Action verbs, not linking verbs. • Specific terms, not general or vague. • Clear, precise, vivid language. Note: Language to avoid includes, but is not limited to, overused, clichéd words, superfluous verbiage, redundancy, and jargon.		

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22. (continued)	Language II-2 Use formal and informal language appropriately. • Informal language. • Formal language. Note: Formal language should avoid slang, contractions, second person, and jargon. Language III-1 Correct run-on sentences, sentence fragments, and comma splices. Language III-2 Correct sentences that lack internal parallelism. • Correlative conjunctions immediately before the parallel terms. • Parallel grammatical form of words, phrases, and clauses in series. Language IV-1 Demonstrate correct use of capitalization.		

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22. (continued)	• Direct quotations, including complete sentences and broken quotations. • Proper nouns and proper adjectives. • Titles. Language IV-2 Demonstrate correct use of commas. • Items in a series. • Direct address, appositives, and parenthetical expressions. • Conventional uses. • After introductory adverbial clauses. • With quotation marks. • Before coordinating conjunction in compound sentences consisting of two long independent clauses. Language IV-3 Demonstrate correct use of a semicolon and a colon. • Semicolon to separate elements in a series in which one element in the series is already separated by commas.		

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22. (continued)	• Semicolon in a compound sentence with no conjunction. • Semicolon before a conjunctive adverb. • Colon to introduce a list within a sentence. Language IV-4 Demonstrate correct use of quotation marks and underlining. • Quotation marks in direct quotations, including broken quotations. • Quotation marks to indicate titles. • Underlining to indicate titles. Language IV-5 Demonstrate correct use of the apostrophe. • Possessive of singular nouns. • Possessive of plural nouns. • Possessive of compound nouns. • Contractions.		

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23. Compose using recognized literature as models.			
24. Use self-monitoring and feedback from peers and teachers to evaluate reading, writing, listening, viewing, studying, and research skills. Examples: portfolios, journals, rubrics, student checklists			
25. Organize content of written composition with attention to basic characteristics. • Topic sentence • Supporting sentences • Purpose and audience • Sentence combining and coherence	Language V-1 Determine logical progression and completeness of paragraphs. • Introductory sentences. • Concluding sentences. • Sequence of events or details. • Transitional words. • Irrelevant and/or redundant sentences.	X	
26. Compose descriptive, narrative, expository, and persuasive essays.	Language V-1 Determine logical progression and completeness of paragraphs. • Introductory sentences. • Concluding sentences. • Sequence of events or details. • Transitional words. • Irrelevant and/or redundant sentences.	X	

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27. Spell correctly in final written works.	Language I-9 Identify correct usage of commonly confused words. • Words that sound alike but have different meanings. • Words that are frequently confused although not pronounced alike. • Words that are commonly misused.	X	
28. Write legible final drafts. • Cursive • Manuscript			
29. Compose and present using various techniques for different audiences. Examples: descriptive, narrative, expository, and persuasive essays and speeches; written correspondence; informal reports; forms; spontaneous response writing	Language II-1 Use words that create clarity, precision, and vivid description • Action verbs, not linking verbs. • Specific terms, not general or vague. • Clear, precise, vivid language. Note: Language to avoid includes, but is not limited to, overused, clichéd words, superfluous verbiage, redundancy, and jargon.	X	

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30. Express personal feelings, opinions, and information in formal, informal, and interpersonal situations. Examples: conversations, letters, announcements, discussions			

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
CONTENT STANDARDS 1. Construct, interpret, and evaluate meaning by applying appropriate strategies to materials across the curriculum. Examples: setting purposes for reading, interpreting author's meaning, using monitoring strategies, correcting or confirming author's message, distinguishing fact from opinion, determining cause and effect, noting sequence of events, identifying main idea and supporting details	Reading I-1 Identify supporting details. • Identify details that support main idea(s) in one or more passages. Reading I-2 Determine sequence of events. • Identify sequential order in one or more passages. Note: Sequential order may include dates; first, next, last; before and after; and order of events. Reading I-3 Follow directions. • Identify directions that are implicit or embedded in a passage. • Identify the outcome or product of a set of directions. • Recognize when a set of directions has been followed correctly. Note: Directions will relate to activities that are appropriate for Grade 11 students.	X	

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1. (continued)	Reading II-1 Identify main idea. • Recognize the main idea in a paragraph or passage(s). Note: The main idea may include the topic, subject, theme, central thought or message, lesson or moral, thesis, and the author's purpose and/or point of view. Reading II-2 Draw conclusions. • Draw conclusions based on information in one or more passage. Reading II-3 Determine cause and effect. • Infer the cause(s) of effect(s) stated or implied in a passage. • Infer the effect(s) of cause(s) stated or implied in a passage. Reading II-4 Detect propaganda; distinguish fact from opinion.		

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
1. (continued)	• Identify an author's purpose or point of view in one or more passages. • Identify vocabulary or other uses of language that are intended to persuade or influence the reader to agree or disagree with a point of view and/or take a particular action. • Identify the purpose of specific persuasive techniques, but not label or define the techniques. • Distinguish facts from opinions based on a passage. Reading III-3 Demonstrate understanding of figurative language and analogy. • Analyze use of analogy in a passage. • Analyze how figurative language enhances the comprehension of passages, but not label or define the figurative language.		

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
1. (continued)	Note: Types of figurative language are limited to simile, imagery, metaphor, personification, and hyperbole (overstatement). Reading IV-1 Determine word meaning through the use of context clues. • Determine the meaning of words or phrases in context. Note: Target words or phrases may include uncommon meanings of common words or phrases; specialized or technical vocabulary; and words or phrases that might be unfamiliar to most Grade 11 students. Reading IV-2 Demonstrate the ability to preview and predict. • Preview text features to make a prediction about the text content.		

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
1. (continued)	Reading IV-3 Discern organizational patterns. • Determine the organizational pattern of a passage, but not label the pattern. Note: Organizational patterns may include chronological order, spatial order, order of importance, comparison and contrast, cause and effect, and main idea with examples or anecdotes. Reading I-1 Identify supporting details. • Identify details that support main idea(s) in one or more passages. Reading I-2 Determine sequence of events. • Identify sequential order in one or more passages. Note: Sequential order may include dates; first, next, last; before and after; and order of events.		

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
2. Read with ease textual, functional, and recreational materials encountered in daily life. Examples: textbooks, trade books, magazines, newspapers, computer materials, written correspondence, school and community rules and laws, directions	Reading II-1 Identify main idea. • Recognize the main idea in a paragraph or passage(s). Note: The main idea may include the topic, subject, theme, central thought or message, lesson or moral, thesis, and the author's purpose and/or point of view. Reading II-2 Draw conclusions. • Draw conclusions based on information in one or more passages. Reading II-3 Determine cause and effect. • Infer the cause(s) of effect(s) stated or implied in a passage. • Infer the effect(s) of cause(s) stated or implied in a passage. Reading II-4 Detect propaganda; distinguish fact from opinion. • Identify an author's purpose or point of view in one or more passages.	X	

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
2. (continued)	• Identify vocabulary or other uses of language that are intended to persuade or influence the reader to agree or disagree with a point of view and/or take a particular action.		
3. Exhibit the habit of reading for a substantial amount of time daily, including assigned and self-selected materials at their independent and instructional levels.			
4. Demonstrate reading improvement gained through substantial amounts of daily reading.			
5. Recognize various forms of literature according to characteristics. Examples: poetry, short stories, novels, plays, folktales, myths, nonfiction	Reading III-2 Analyze literary elements. • Analyze literary elements as they relate to the comprehension of a passage, but not label or define the elements. Note: Literary elements are limited to theme, character, tone, setting, mood, plot, and literary point of view.	X	

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5. (continued)	Reading III-3 Demonstrate understanding of figurative language and analogy. • Analyze use of analogy in a passage. • Analyze how figurative language enhances the comprehension of passages, but not label or define the figurative language. Note: types of figurative language are limited to simile, imagery, metaphor, personification, and hyperbole (overstatement)		
6. Determine the author's purpose by identifying the mode of writing. • Narrative • Descriptive • Expository • Persuasive			

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7. Appreciate the characteristics, literary elements, and cultural influences of literary works representative of various eras. Examples: reading books and plays, listening to presentations, participating in productions, viewing movies and television productions	Reading III-2 Analyze literary elements. • Analyze literary elements as they relate to the comprehension of a passage, but not label or define the elements. Note: Literary elements are limited to theme, character, tone, setting, mood, plot, and literary point of view.	X	
8. Identify writing and speaking styles that incorporate dialects, idioms, and intonation patterns.			
9. Demonstrate respect for linguistic and cultural diversity in literature. • Geographic • Ethnic			
10. Identify components of the etymology of language. • Word origins • Cultural/regional expressions • Country of origin			

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
11. Refine general listening behaviors. • Identifying main idea and summarizing • Understanding contextual meaning of words used • Listening for implications of significant details • Understanding relationships among ideas • Connecting spoken message to prior experiences			
12. Select and indicate preference for sources of information. Examples: magazines, Internet, videotapes, how-to books and videos			
13. Use study processes to manage information. Examples: taking notes; summarizing; organizing, questioning, and retaining information	Reading II-5 Recognize statements that adequately summarize a passage.	X	

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
14. Conduct project research, individually and collaboratively, utilizing all aspects of the research process. • Locating and using multiple sources Examples: retrieving, selecting, evaluating • Fulfilling a variety of purposes Examples: personal research, content-area research • Documenting Example: correct use of copyrighted material • Presenting findings Examples: written reports, projects	Reading IV-4 Demonstrate the ability to locate information in reference material. • Comprehend information in reference materials. Note: Reference materials may include glossaries, dictionaries, indexes, tables of contents, appendixes, and research resources, such as atlases, almanacs, encyclopedias, readers' guides, and both print-based and electronic card catalogs.	X	
15. Respond with understanding and empathy to information read, viewed, and heard. Examples: large- and small-group discussions, student journals			
16. Develop and use an extended vocabulary through reading, listening, viewing, writing, speaking, and presenting. • Synonyms • Antonyms • Affixes and base words	Language II-1 Use words that create clarity, precision, and vivid description. • Action verbs, not linking verbs. • Specific terms, not general or vague.	X	

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16. (continued) • Classifications • Context clues • Denotation and connotation	• Clear, precise, vivid language Note: Language to avoid includes, but is not limited to, overused, clichéd words, superfluous verbiage, redundancy, and jargon. Language II-2 Use formal and informal language appropriately. • Informal language • Formal language Note: Formal language should avoid slang, contractions, second person, and jargon. Reading IV-1 Determine word meaning through use of context clues. • Determine the meaning of words or phrases in context. Note: Target words or phrases may include uncommon meanings of common words or phrases;		

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
16. (continued)	specialized or technical vocabulary; and words or phrases that might be unfamiliar to most Grade 11 students. Note: Target words or phrases may include uncommon meanings of common words or phrases; specialized or technical vocabulary; and words or phrases that might be unfamiliar to most Grade 11 students.		
17. Use available computer technology to enhance reading and writing skills. Examples: word processing programs, multimedia presentations, Internet			
18. Present literature and personal composition effectively. Examples: Reader's Theatre, choral speaking, oral interpretation			

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19. Identify ways the power of language evokes emotion; expands thinking; and influences problem solving, decision making, and action.	Reading II-4 Detect propaganda; distinguish fact from opinion. • Identify an author's purpose or point of view in one or more passages. • Identify vocabulary or other uses of language that are intended to persuade or influence the reader to agree or disagree with a point of view and/or take a particular action. • Identify the purpose of specific persuasive techniques, but not label or define the techniques. • Distinguish facts from opinion based on a passage. Reading III-1 Recognize fallacies of logic and judge strength of argument. • Recognize faulty logic in one or more passages. • Evaluate faulty logic in one or more passages. • Recognize the strength(s) or weakness(es) of argument(s) in one or more passages.	X	

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
19. (continued)	• Evaluate the strength(s) or weakness(es) of argument(s) in one or more passages. • Recognize terminology used by an author to strengthen argument(s), but not label or define the terminology.		
20. Demonstrate effective listening and speaking behaviors for varied situations and purposes. • Interpersonal situations Examples: taking turns, asking questions, adjusting proximity to other person • Group discussions Examples: taking turns, asking questions, noting facial expressions, attending to speakers • Public speaking Examples: audience awareness, posture, gestures			

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
21. Exhibit proficiency in the use of the writing process. • Prewriting Examples: choosing a topic, group and/or individual brainstorming • Drafting Example: focusing on purpose and audience • Revising Example: reorganizing sentences • Editing Example: making needed corrections • Publishing Example: constructing books	Language I-1 Identify correct noun forms (singular and plural). • Regular and irregular forms. • Collective nouns. • Proper nouns. • Compound nouns. • Words with alternate accepted forms. Note: The plural of *index* could be *indexes* or *indices*. Language I-2 Identify correct verb forms. • Regular and irregular verbs. • Number. • Tense. Language I-3 Recognize subject-verb agreement. • Singular and plural subjects, including compound subjects. Note: Compound subjects will include those joined by "or," with the second element singular or plural.	X	

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
21. (continued)	• Compound in form, singular in meaning. • Plural in form, singular in meaning. • Regular and inverted order. • Collective nouns, when correct verb form depends on rest of sentence. • Sentences with intervening phrases. • Indefinite pronoun as subject. • Correlative conjunctions. Language I-4 Recognize pronoun-antecedent agreement in number and gender. Language I-5 Identify incorrect shifts in verb tense. • Verb shifts within sentences. • Verb shifts within paragraphs. • All tenses. Language I-6 Identify correct pronoun case. • Nominative, objective, possessive case.		

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
21. (continued)	Note: Pronoun case may include reflexive pronouns. • Contractions. • Misspellings such as *"our's"* and *"her's."* Language III-1 Correct run-on sentences, sentence fragments, and comma splices. Language III-2 Correct sentences that lack internal parallelism. • Correlative conjunctions immediately before the parallel terms. • Parallel grammatical forms of words, phrases, and clauses in series. Language IV-1 Demonstrate correct use of capitalization. • Direct quotations, including complete sentences and broken quotations. • Proper nouns and proper adjectives. • Titles.		

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
21. (continued)	Language IV-2 Demonstrate correct use of commas. • Items in a series. • Direct address, appositives, and parenthetical expressions • Conventional uses. • After introductory adverbial clauses. • With quotation marks. • Before coordinating conjunction in compound sentences consisting of two long independent clauses. Language IV-3 Demonstrate correct use of a semicolon and a colon. • Semicolon to separate elements in a series in which one element in the series is already separated by commas. • Semicolon in a compound sentence with no conjunction. • Semicolon before a conjunctive adverb. • Colon to introduce a list within a sentence.		

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
21. (continued)	Language IV-4 Demonstrate the correct use of quotation marks and underlining. • Quotation marks in direct quotations, including broken quotations. • Quotation marks to indicate titles. • Underlining to indicate titles. Language IV-5 Demonstrate correct use of the apostrophe. • Possessive of singular nouns. • Possessive of plural nouns. • Possessive of compound nouns. • Contractions.		

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
22. Know and apply principles of grammar and usage in writing, speaking, and presenting and apply mechanics in writing. • Capitalization - Proper nouns and adjectives - Regions of country - Titles of people, books, and works of art - First word in quotations • Punctuation - Comma(s) with appositives, with introductory elements, and before coordinate conjunction in compound sentence - Colon to introduce a list - Quotation marks and commas with direct quotations - Semicolon between independent clauses with no conjunction - Apostrophe for possession and contractions	Language I-1 Identify correct noun forms (singular and plural). • Regular and irregular forms. • Collective nouns. • Proper nouns. • Compound nouns. • Words with alternate accepted forms. Note: the plural of *index* could be *indexes* or *indices*. Language I-2 Identify correct verb forms. • Regular and irregular verbs. • Number. • Tense. Language I-3 Recognize subject-verb agreement. • Singular and plural subjects, including compound subjects Note: Compound subjects will include those joined by "or," with the second element singular or plural.	X	

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
22. (continued) • Grammar, usage, and spelling - Adverb and adjective forms - Noun and verb forms - Appropriate tenses including present, past, future, and perfect tenses - Subject-verb agreement, including intervening phrase - Pronoun-antecedent agreement - Pronoun case - Special usage problems Examples: double negatives, homonym confusion - Parts of speech - Developing compound and complex sentences - Avoiding redundancy, fragments, run-ons, and on-and-on sentences	• Compound in form, singular in meaning. • Plural in form, singular in meaning. • Regular and inverted order. • Collective nouns, when correct verb form depends on rest of sentence. • Sentences with intervening phrases. • Indefinite pronoun as subject. • Correlative conjunctions. Language I-4 Recognize pronoun-antecedent agreement in number and gender. Language I-5 Identify incorrect shifts in verb tense • Verb shifts within sentences. • Verb shifts within paragraphs. • All tenses. Language I-6 Identify correct pronoun case. • Nominative, objective, possessive case.		

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
22. (continued)	Note: Pronoun case may include reflexive pronouns. • Contractions. • Misspellings such as *"our's"* and *"her's."* Language I-7 Identify effective use of voice. • Active voice. • Passive voice. Note: Active verbs preferred over passive Language I-8 Determine correct placement of modifiers. • Dangling participles. • Misplaced participles. Note: Modifiers may be words, phrases, or clauses; adjectives and adverbs (adjectival and adverbial phrases and clauses); or verbals. Language I-9 Identify correct usage of commonly confused words.		

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
22. (continued)	• Words that sound alike but have different meanings. • Words that are frequently confused although not pronounced alike. • Words that are commonly misused. • Language III-1 Correct run-on sentences, sentence fragments, and comma splices. Language III-2 Correct sentences that lack internal parallelism. • Correlative conjunctions immediately before the parallel terms. • Parallel grammatical forms of words, phrases, and clauses in a series. Language IV-1 Demonstrate correct use of capitalization. • Direct quotations, including complete sentences and broken quotations. • Proper nouns and proper adjectives. • Titles		

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
22. (continued)	Language IV-2 Demonstrate correct use of commas. • Items in a series. • Direct address, appositives, and parenthetical expressions. • Conventional uses. • After introductory adverbial clauses. • With quotation marks. • Before coordinating conjunction in compound sentences consisting of two long independent clauses. Language IV-3 Demonstrate correct use of a semicolon and a colon. • Semicolon to separate elements in a series in which one element in the series is already separated by commas. • Semicolon in a compound sentence with no conjunction. • Semicolon before a conjunctive adverb. • Colon to introduce a list within a sentence.		

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
22. (continued)	Language IV-4 Demonstrate the correct use of quotation marks and underlining. • Quotation marks in direct quotations, including broken quotation. • Quotation marks to indicate titles. • Underlining to indicate titles. Language IV-5 Demonstrate correct use of the apostrophe. • Possessive of singular nouns. • Possessive of plural nouns. • Possessive of compound nouns. • Contractions.		
23. Compose using recognized literature as models.			
24. Use self-monitoring and feedback from peers and teachers to evaluate reading, writing, listening, viewing, studying, and research skills. Examples: portfolios, journals, rubrics, student checklists			

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
25. Organize content of written composition with attention to basic characteristics. • Topic sentence • Supporting sentences • Purpose and audience • Sentence combining and coherence 26. Compose descriptive, narrative, expository, and persuasive essays. 27. Compose and present in many ways using different techniques for various audiences and occasions both formal and informal. Examples: speeches, poems, social notes, forms, spontaneous response writing 28. Express personal feelings, opinions, and information in formal and informal situations. Examples: conversations, written communications, interviews, public speaking	Language V-1 Determine logical progression and completeness of paragraphs. • Introductory sentences. • Concluding sentences. • Sequence of events or details • Transitional words. • Irrelevant and/or redundant sentences.	X	

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
CONTENT STANDARDS 1. Apply appropriate strategies to materials across the curriculum to construct meaning through interpretation and evaluation. Examples: using monitoring strategies, correcting or confirming author's message, distinguishing fact from opinion, confirming author's credentials, confirming intention and validity of message, using context clues, drawing conclusions, determining cause and effect, determining sequence of events, identifying main idea and supporting details	Reading I-1 Identify supporting details. • Identify details that support main idea(s) in one or more passages. Reading I-2 Determine sequence of events. • Identify sequential order in one or more passages. Note: Sequential order may include dates; first, next, last; before and after; and order of events. Reading I-3 Follow directions. • Identify directions that are implicit or embedded in a passage. • Identify the outcome or product of a set of directions. • Recognize when a set of directions has been followed correctly. Note: Directions will relate to activities that are appropriate for Grade 11 students.	X	

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
1. (continued)	Reading II-1 Identify main idea. • Recognize the main idea in a paragraph or passage(s). Note: The main idea may include the topic, subject, theme, central thought or message, lesson or moral, thesis, and the author's purpose and/or point of view. Reading II-2 Draw conclusions. • Draw conclusions based on information in one or more passages. Reading II-3 Determine cause and effect. • Infer the cause(s) of effect(s) stated or implied in a passage. • Infer the effect(s) of cause(s) or implied in a passage. Reading II-4 Detect propaganda; distinguish fact from opinion. • Identify an author's purpose or point of view in one or more passages.		

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
1. (continued)	• Identify vocabulary or other uses of language that are intended to persuade or influence the reader to agree or disagree with a point of view and/or take a particular action. • Identify the purpose of specific persuasive techniques, but not label or define the techniques. • Distinguish facts from opinions based on a passage. Reading III-3 Demonstrate understanding of figurative language and analogy. • Analyze use of analogy in a passage. • Analyze how figurative language enhances the comprehension of passages, but not label or define the figurative language. Note: Types of figurative language are limited to simile, imagery, metaphor, personification, and hyperbole (overstatement).		

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
1. (continued)	Reading IV-1 Determine word meaning through the use of context clues. • Determine the meaning of words or phrases in context. Note: Target words or phrases may include uncommon meanings of common words or phrases; specialized or technical vocabulary; and words or phrases that might be unfamiliar to most Grade 11 students. Reading IV-2 Demonstrate the ability to preview and predict. • Preview text features to make a prediction about the text content. Note: Text features may include headings, subheadings, illustrations, footnotes, captions, topic sentences, book jackets, introductory paragraphs, and such graphic displays as charts, maps, graphs, and timelines.		

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
1. (continued)	Reading IV-3 Discern organizational patterns. • Determine the organizational pattern of a passage, but not label the pattern. Note: Organizational patterns may include chronological order, spatial order, order of importance, comparison and contrast, cause and effect, and main idea with examples or anecdotes.		

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
2. Read with ease textual, functional, and recreational materials encountered in daily life. Examples: textbooks, trade books, magazines, newspapers, computer materials, written correspondence, laws and rules, directions	Reading I-1 Identify supporting details. • Identify details that support main idea(s) in one or more passages. Reading I-2 Determine sequence of events. • Identify sequential order in one or more passages. Note: Sequential order may include dates; first, next, last; before and after; and order of events. Reading I-3 Follow directions. • Identify directions that are implicit or embedded in a passage. • Identify the outcome or product of a set of directions. • Recognize when a set of directions has been followed correctly. Note: Directions will relate to activities that are appropriate for Grade 11 students.	X	

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
2. (continued)	Reading II-1 Identify main idea. • Recognize the main idea in a paragraph or passage(s). Note: The main idea may include the topic, subject, theme, central thought or message, lesson or moral, thesis, and the author's purpose and/or point of view. Reading II-2 Draw conclusions. • Draw conclusions based on information in one or more passages. Reading II-3 Determine cause and effect. • Infer the cause(s) of effect(s) stated or implied in a passage. • Infer the effect(s) of cause(s) stated or implied in a passage. Reading II-4 Detect propaganda; distinguish fact from opinion. • Identify an author's purpose or point of view in one or more passages.		

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
3. Exhibit the habit of reading for a substantial amount of time daily, including assigned and self-selected materials at their independent and instructional levels.			
4. Demonstrate reading improvement gained through substantial amounts of daily reading.			
5. Distinguish various forms of literature according to characteristics. Examples: poetry, short stories, novels, plays, folktales, myths, epics, nonfiction, science fiction	Reading III-2 Analyze literary elements. • Analyze literary elements as they relate to the comprehension of a passage, but not label or define the elements. Note: Literary elements are limited to theme, character, tone, setting, mood, plot, and literary point of view. Reading III-3 Demonstrate understanding of figurative language and analogy. • Analyze use of analogy in a passage.	X	

Alabama Course of Study: English Language Arts	Graduation Exam	Stanford 9	Local
5. (continued)	• Analyze how figurative language enhances the comprehension of passages, but not label or define the figurative language. Note: Types of figurative language are limited to simile, imagery, metaphor, personification, and hyperbole (overstatement). Reading IV-3 Discern organizational patterns. • Determine the organizational pattern of a passage, but not label the pattern. Note: Organizational patterns may include chronological order, spatial order, order of importance, comparison and contract, cause and effect, and main idea with examples or anecdotes.		

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
6. Determine the author's purpose. • To persuade • To inform • To entertain • To evaluate	Reading II-1 Identify main idea. • Recognize the main idea in a paragraph or passage(s). Note: The main idea may include the topic, subject, theme, central thought or message, lesson or moral, thesis, and the author's purpose and/or point of view. Reading II-2 Draw conclusions. • Draw conclusions based on information in one or more passages.	X	

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
6. (continued) 7. Value recognized written, spoken, and visual works of literature representative of various cultures and eras. 8. Appreciate writing and speaking styles that incorporate dialects, idioms, and intonation patterns.	Reading II-4 Detect propaganda; distinguish fact from opinion. • Identify an author's purpose or point of view in one or more passages. • Identify vocabulary or other uses of language that are intended to persuade or influence the reader to agree or disagree with a point of view and/or take a particular action. • Identify the purpose of specific persuasive techniques, but not label or define the techniques. • Distinguish facts from opinions based on a passage.		

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
9. Analyze the etymology of language. • Word origins • Cultural and regional expressions • Country of origin			
10. Demonstrate an appreciation for the power of language as it evokes emotion; expands thinking; and influences problem solving, decision making, and action. Examples: literary response journals, spontaneous response writings	Reading III-1 Recognize fallacies of logic and judge strength of argument. • Recognize faulty logic in one or more passages. • Evaluate faulty logic in one or more passages. • Recognize the strength(s) or weakness(es) of argument(s) in one or more passages. • Evaluate the strength(s) or weakness(es) of argument(s) in one or more passages. • Recognize terminology used by an author to strengthen argument(s), but not label or define the terminology.		

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
11. Demonstrate active listening and speaking behaviors related to effective oral communication in a number of situations for various purposes. • Interpersonal situations Example: appropriate language use and tone of voice • Group discussions Example: appropriate language use, posture, and gestures • Public speaking Examples: message organization, facial expressions, eye contact			
12. Select and indicate preference for sources of information. Examples: magazines, Internet, novels, videotaped dramas, biographies, documentaries, how-to books and videos			

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
13. Use study processes to manage information. Examples: organizing, questioning, summarizing, and retaining information	Reading II-5 Recognize statements that adequately summarize a passage. Reading IV-4 Demonstrate the ability to locate information in reference material. • Comprehend information in reference materials. Note: Reference materials may include glossaries, dictionaries, indexes, tables of contents, appendixes, and research resources such as atlases, almanacs, encyclopedias, readers' guides, and both print-based and electronic card catalogs.	X	

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
14. Conduct individual research utilizing all aspects of the research process. • Information management Examples: locating, selecting, retrieving, evaluating • Information documentation Example: correct use of copyrighted material • Information organization Example: presentation method • Presentation of findings Examples: formal written reports, projects	Reading IV-4 Demonstrate the ability to locate information in reference material. • Comprehend information in reference materials. Note: Reference materials may include glossaries, dictionaries, indexes, tables of contents, appendixes, and research resources such as atlases, almanacs, encyclopedias, readers' guides, and both print-based and electronic card catalogs.	X	
15. Critique with understanding and empathy information read, viewed, and heard. Examples: panel discussions, book and movie reviews	Reading III-1 Recognize fallacies of logic and judge strength of argument. • Recognize faulty logic in one or more passages. • Evaluate faulty logic on one or more passages. • Recognize the strength(s) or weakness(es) of argument(s) in one or more passages. • Evaluate the strength(s) or weakness(es) of argument(s) in one or more passages • Recognize terminology used by an author to strengthen argument(s), but not label or define the terminology.		

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
15. (continued)	Reading III-2 Analyze literary elements. • Analyze literary elements as they relate to the comprehension of a passage, but not label or define the elements. Note: Literary elements are limited to theme, character, tone, setting, mood, plot, and literary point of view.		
16. Comprehend and display an extended vocabulary through reading, listening, viewing, writing, speaking, and presenting. • Synonyms • Antonyms • Affixes and base words • Classifications • Context clues • Denotation and connotation	Language II-1 Use words that create clarity, precision, and vivid description. • Action verbs, not linking verbs. • Specific terms, not general or vague. • Clear, precise, vivid language Note: Language to avoid includes, but is not limited to, overused, clichéd words, superfluous verbiage, redundancy, and jargon.	X	

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
16. (continued)	Language II-2 Use formal and informal language appropriately. • Informal language. • Formal language. Note: Formal language should avoid slang, contractions, second person, and jargon. Reading IV-1 Determine word meaning through the use of context clues. • Determine the meaning of words or phrases in context. Note: Target words or phrases may include uncommon meanings of common words or phrases; specialized or technical vocabulary; and words or phrases that might be unfamiliar to most Grade 11 students.		

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
17. Use available computer technology to enhance reading and writing skills. Examples: editing programs, Internet	Reading IV-4 Demonstrate the ability to locate information in reference material. • Comprehend information in reference materials. Note: Reference materials may include glossaries, dictionaries, indexes, tables of contents, appendixes, and research resources such as atlases, almanacs, encyclopedias, readers' guides, and both print-based and electronic card catalogs.	X	

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
18. Demonstrate effective listening and speaking behaviors for varied situations and purposes. • Interpersonal situations Examples: taking turns, asking questions, adjusting proximity to other person • Group discussions Examples: taking turns, asking questions, noting facial expressions • Public speaking Examples: audience awareness, posture, gestures	Language II-1 Use words that create clarity, precision, and vivid description. • Action verbs, not linking verbs. • Specific terms, not general or vague. • Clear, precise, vivid language. Note: Language to avoid includes, but is not limited to, overused, cliched words, superfluous verbiage, redundancy, and jargon.	X	
19. Internalize the writing process. • Prewriting Example: using a graphic organizer to determine the breadth of a topic • Drafting Example: focusing on content • Revising Example: reordering paragraphs • Editing* Example: making needed corrections • Publishing Example: printing in literary magazines	Language I-1 Identify correct noun forms (singular and plural). • Regular and irregular forms. • Collective nouns. • Proper nouns. • Compound nouns. • Words with alternate accepted forms. Note: The plural of *index* could be *indexes* or *indices*.	X	

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
19. (continued)	Language I-2 Identify correct verb forms. • Regular and irregular verbs. • Number. • Tense. Language I-3 Recognize subject-verb agreement. • Singular and plural subjects, including compound subjects. Note: Compound subjects will include those joined by "or," with the second element singular or plural. • Compound in form, singular in meaning. • Plural in form, singular in meaning. • Regular and inverted order. • Collective nouns, when correct verb form depends on rest of sentence. • Sentences with intervening phrases. • Indefinite pronoun as subject • Correlative conjunctions. Language I-4 Recognize pronoun-antecedent agreement in number and gender.		

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
19. (continued)	Language I-5 Identify incorrect shifts in verb tense. • Verb shifts within sentences. • Verb shifts within paragraphs. • All tenses. Language I-6 Identify correct pronoun case. • Nominative, objective, possessive case. Note: Pronoun case may include reflexive pronouns. • Contractions. • Misspellings such as "*our's*" and "*her's.*" Reading II-4 Detect propaganda; distinguish fact from opinion. • Identify an author's purpose or point of view in one or more passages. Language III-1 Correct run-on sentences, sentence fragments, and comma splices.		

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
19. (continued)	Language IV-1 Demonstrate correct use of capitalization. • Direct quotations, including complete sentences and broken quotations. • Proper nouns and proper adjectives. • Titles. Language IV-2 Demonstrate correct use of commas. • Items in a series. • Direct address, appositives, and parenthetical expressions. • Conventional uses. • After introductory adverbial clauses. • With quotation marks. • Before coordinating conjunction in compound sentences consisting of two long independent clauses.	X	

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
19. (continued)	Language IV-3 Demonstrate correct use of a semicolon and a colon. • Semicolon to separate elements in a series in which one element in the series is already separated by commas. • Semicolon in a compound sentence with no conjunction. • Semicolon before a conjunctive adverb. • Colon to introduce a list within a sentence. Language IV-4 Demonstrate the correct use of quotation marks and underlining. • Quotation marks in direct quotations, including broken quotations. • Quotation marks to indicate titles. • Underlining to indicate titles.		

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
19. (continued)	Language IV-5 Demonstrate correct use of the apostrophe. • Possessive of singular nouns. • Possessive of plural nouns. • Possessive of compound nouns. • Contractions.		

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
20. Know and apply principles of grammar and usage in writing, speaking, and presenting and apply mechanics in writing. • Capitalization - Proper nouns and adjectives - Regions of country - Titles of people, books, paintings, films, and ships - First word in quotations • Punctuation - Comma(s) to set off nonessential appositives –Comma with introductory elements and direct quotations - Comma before coordinate conjunction in compound sentence - Colon to introduce a list - Quotation marks with direct quotations - Semicolon between independent clauses with no conjunction - Apostrophe for possession and contractions	Language I-1 Identify correct noun forms (singular and plural). • Regular and irregular forms. • Collective nouns. • Proper nouns. • Compound nouns. • Words with alternate accepted forms. Note: The plural of *index* could be *indexes* or *indices*. Language I-2 Identify correct verb forms. • Regular and irregular verbs. • Number. • Tense. I-3 Recognize subject-verb agreement. • Singular and plural subjects, including compound subjects. Note: Compound subjects will include those joined by "or," with the second element singular or plural. • Compound in form, singular in meaning. • Plural in form, singular in meaning. • Regular and inverted order.	X	

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
20. (continued) • Grammar, usage, and spelling - Adverb and adjective forms - Noun and verb forms - Appropriate tense (avoiding shifts, all tenses) - Subject-verb agreement - Pronoun-antecedent agreement - Pronoun case - Special usage problems Examples: double negatives, homonym confusion - Parts of speech - Variety and precision in word choice - Developing compound and complex sentences - Avoiding redundancy, fragments, run-ons, and on-and-on sentences	• Collective nouns, when correct verb form depends on rest of sentence. • Sentences with intervening phrases. • Indefinite pronoun as subject. • Correlative conjunctions. Language I-4 Recognize pronoun-antecedent agreement in number and gender. Language I-5 Identify incorrect shifts in verb tense. • Verb shifts within sentences. • Verb shifts within paragraphs. • All tenses. Language I-6 Identify correct pronoun case. • Nominative, objective, possessive case. Note: Pronoun case may include reflexive pronouns. • Contractions. • Misspellings such as "*our's*" and "*her's.*"		

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
20. (continued) • Grammar, usage, and spelling - Adverb and adjective forms - Noun and verb forms - Appropriate tense (avoiding shifts, all tenses) - Subject-verb agreement - Pronoun-antecedent agreement - Pronoun case - Special usage problems Examples: double negatives, homonym confusion - Parts of speech - Variety and precision in word choice - Developing compound and complex sentences - Avoiding redundancy, fragments, run-ons, and on-and-on sentences	Language I-8 Determine correct placement of modifiers. • Dangling participles. • Misplaced participles. Note: Modifiers may be words, phrases, or clauses; adjectives and adverbs (adjectival and adverbial phrases and clauses); or verbals. Language I-9 Identify correct usage of commonly confused words. • Words that sound alike but have different meanings. • Words that are frequently confused although not pronounced alike. • Words that are commonly misused. Language III-1 Correct run-on sentences, sentence fragments, and comma splices. Language III-2 Correct sentences that lack internal parallelism.		

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
20. (continued)	Language IV-1 Demonstrate correct use of capitalization. • Direct quotations, including complete sentences and broken quotations. • Proper nouns and proper adjectives. • Titles. Language IV-2 Demonstrate correct use of commas. • Items in a series. • Direct address, appositives, and parenthetical expressions. • Conventional uses. • After introductory adverbial clauses. • With quotation marks. • Before coordinating conjunction in compound sentences consisting of two long independent clauses. Language IV-3 Demonstrate correct use of a semicolon and a colon.		

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
20. (continued)	• Semicolon to separate elements in a series in which one element in the series is already separated by commas. • Semicolon in a compound sentence with no conjunction. • Semicolon before a conjunctive adverb. • Colon to introduce a list within a sentence. Language IV-4 Demonstrate the correct use of quotation marks and underlining. • Quotation marks in direct quotations, including broken quotations. • Quotation marks to indicate titles. • Underlining to indicate titles. Language IV-5 Demonstrate correct use of the apostrophe. • Possessive of singular nouns. • Possessive of plural nouns. • Possessive of compound nouns. • Contractions.		

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21. Compose using recognized literature as models. 22. Use self-monitoring and feedback from peers and teachers to evaluate reading, writing, listening, viewing, studying, and research skills. Examples: portfolios, journals, rubrics, student checklists 23. Organize content of written composition with attention to basic characteristics. • Topic sentence • Supporting sentences • Purpose and audience • Sentence combining and coherence	Language V-1 Determine logical progression and completeness of paragraphs. • Introductory sentences. • Concluding sentences. • Sequence of events or details. • Transitional words. • Irrelevant and/or redundant sentences.	X	

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23. (continued)	Reading IV-3 Discern organizational patterns. • Determine the organizational pattern of a passage, but not label the pattern. Note: Organizational patterns may include chronological order, spatial order, order of importance, comparison and contrast, cause and effect, and main idea with examples or anecdotes.	X	
24. Compose descriptive, narrative, expository, and persuasive essays.			
25. Compose and present in many forms using different techniques for various audiences and occasions both formal and informal. Examples: speeches, plays, research reports, business letters, forms, spontaneous response writing	Language II-2 Use formal and informal language appropriately. • Informal language. • Formal language. Note: Formal language should avoid slang, contractions, second person, and jargon.		

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26. Participate in presentations of written material. Examples: plays, student writings, improvisational poetry, written communications, debates 27. Express personal feelings, opinions, and information in formal and informal situations.			

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CONTENT STANDARDS			
1. Apply strategies to interpret textual, functional, and recreational written materials. Examples: applying prior knowledge, noting organizational pattern, determining sequence of events, determining cause and effect, noting important details, drawing conclusions about main idea	Reading I-1 Identify supporting details. • Identify details that support main idea(s) in one or more passages. Reading I-2 Determine sequence of events. • Identify sequential order in one or more passages. Note: Sequential order may include dates; first, next, last; before and after; and order of events. Reading I-3 Follow directions. • Identify directions that are implicit or embedded in a passage. • Identify the outcome or product of a set of directions. • Recognize when a set of directions has been followed correctly. Note: Directions will relate to activities that are appropriate for Grade 11 students.	X	

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1. (continued)	Reading II-1 Identify main idea. • Recognize the main idea in a paragraph or passage(s). Note: The main idea may include the topic, subject, theme, central thought or message, lesson or moral, thesis, and the author's purpose and/or point of view. Reading II-2 Draw conclusions. • Draw conclusions based on information in one or more passages. Reading II-3 Determine cause and effect. • Infer the cause(s) of effect(s) stated or implied in a passage. • Infer the effect(s) of cause(s) stated or implied in a passage.		

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1. (continued)	Reading IV-1 Determine word meaning through the use of context clues. • Determine the meaning of words or phrases in context. Note: Target words or phrases may include uncommon meanings of common words or phrases; specialized or technical vocabulary; and words or phrases that might be unfamiliar to most Grade 11 students. Reading IV-2 Demonstrate the ability to preview and predict. • Preview text features to make a prediction about the text content. Note: Text features may include headings, subheadings, illustrations, footnotes, captions, topic sentences, book jackets, introductory paragraphs, and such graphic displays as charts, maps, graphs, and timelines.		

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1. (continued)	Reading IV-3 Discern organizational patterns. • Determine the organizational pattern of a passage, but not label the pattern. Note: Organizational patterns may include chronological order, spatial order, order of importance, comparison and contrast, cause and effect, and main idea with examples or anecdotes.		

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2. Exhibit the habit of reading for a substantial amount of time daily, including assigned and self-selected materials at their independent and instructional levels. 3. Demonstrate reading improvement gained through substantial amounts of daily reading. 4. Recognize cultures and genres represented in selections from world literature. Example: Japanese poetry identified by characteristics 5. Recognize the styles of commonly anthologized authors of world literature. • Standard usage versus dialect • Length and complexity of sentences • Diction • Literary devices Examples: personification, onomatopoeia, flashbacks	Reading III-3 Demonstrate understanding of figurative language and analogy. • Analyze use of analogy in a passage. • Analyze how figurative language enhances the comprehension of passages, but not label or define the figurative language. Note: Types of figurative language are limited to simile, imagery, metaphor, personification, and hyperbole (overstatement).		

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
6. Determine the literary elements in specific works. • Plot • Tone • Mood • Character • Setting • Theme	Reading III-2 Analyze literary elements. • Analyze literary elements as they relate to the comprehension of a passage, but not label or define the elements. Note: Literary elements are limited to theme, character, tone, setting, mood, plot, and literary point of view.	X	
7. Critique literature, student writing, and various presentations.	Reading III-1 Recognize fallacies of logic and judge strength of argument. • Recognize faulty logic in one or more passages. • Evaluate faulty logic in one or more passages. • Recognize the strength(s) or weakness(es) of argument(s) in one or more passages. • Evaluate the strength(s) or weakness(es) of argument(s) in one or more passages. • Recognize terminology used by an author to strengthen argument(s), but not label or define the terminology.		

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7. (continued)	Reading III-2 Analyze literary elements. • Analyze literary elements as they relate to the comprehension of a passage, but not label or define the elements. Note: Literary elements are limited to theme, character, tone, setting, mood, plot, and literary point of view.		
8. Determine when argument and propaganda are used in written, oral, and visual forms. • Fact versus opinion • Appeal to emotion	Reading II-4 Detect propaganda; distinguish fact from opinion. • Identify an author's purpose or point of view in one or more passages. • Identify vocabulary or other uses of language that are intended to persuade or influence the reader to agree or disagree with a point of view and/or take a particular action. • Identify the purpose of specific persuasive techniques, but not label or define the techniques. • Distinguish facts from opinion based on passage.	X	

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8. (continued)	Reading III-1 Recognize fallacies of logic and judge strength of argument. • Recognize faulty logic in one or more passages. • Evaluate faulty logic in one or more passages. • Recognize the strength(s) or weakness(es) of argument(s) in one or more passages. • Evaluate the strength(s) or weakness(es) of argument(s) in one or more passages. • Recognize terminology used by an author to strengthen argument(s), but not label or define the terminology.		
9. Determine levels of usage. • Formal • Informal	Language II-2 Use formal and informal language appropriately. • Informal language. • Formal language. Note: Formal language should avoid slang, contractions, second person, and jargon.		

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10. Recognize that language changes and develops. • Etymology • Connotation • Technology • Multicultural contexts 11. Select and indicate preferences for various forms of communication. Examples: magazines, Internet, movies, how-to books and videos, drama, biographies, documentaries 12. Practice listening and viewing skills in a variety of situations. • Interpersonal communications • Lectures • Small- and large-group settings • Multimedia presentations			

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13. Employ study skills effectively. • Taking accurate notes • Transferring and correlating information • Using table of contents and index • Using mnemonic devices • Skimming and scanning • Outlining • Using graphic organizers	Reading IV-3 Discern organizational patterns. • Determine the organizational pattern of a passage, but not label the pattern. Note: Organizational patterns may include chronological order, spatial order, order of importance, comparison and contrast, cause and effect, and main idea with examples or anecdotes.	X	
14. Ask appropriate questions in search of information.	Reading IV-4 Demonstrate the ability to locate information in reference material. • Comprehend information in reference materials. Note: Reference materials may include glossaries, dictionaries, indexes, tables of contents, appendixes, and research resources such as atlases, almanacs, encyclopedias, readers' guides, and both print-based and electronic card catalogs.	X	

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15. Synthesize information for reports. • Taking notes • Matching ideas • Contrasting ideas • Paraphrasing • Summarizing	Reading II-5 Recognize statements that adequately summarize a passage.	X	
16. Synthesize information from a variety of sources. Examples: dictionary, thesaurus, atlas, almanac, cataloging systems, reader's guide, encyclopedia, vertical file, reference books, computerized data, electronic text	Reading II-5 Recognize statements that adequately summarize a passage.	X	

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
17. Conduct individual research using all aspects of the research process. • Managing information Examples: locating, selecting, retrieving, evaluating • Documenting information Example: correct use of copyrighted materials • Organizing information Examples: choosing presentation method, following a style sheet • Presenting information Examples: formal written reports, projects	Reading IV-4 Demonstrate the ability to locate information in reference material. • Comprehend information in reference materials. Note: Reference materials may include glossaries, dictionaries, indexes, tables of contents, appendixes, and research resources such as atlases, almanacs, encyclopedias, readers' guides, and both print-based and electronic card catalogs.	X	
18. Demonstrate responsible use of others' ideas. • Documenting sources when quoting, paraphrasing, or summarizing • Using facts from common knowledge			
19. Demonstrate proficiency with available technology and software in the oral communication, research, and writing processes. Examples: word processors, facsimile machines			
20. Evaluate personal style in approaching the reading and writing processes using teacher and peer feedback.			

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21. Write using the principal characteristics of an author's style. Example: organizing an original poem with Emily Dickinson's simplicity 22. Demonstrate personal style and voice through writing poetry and prose.			
23. Write in a variety of modes for different purposes and audiences. • Modes - Description - Narration - Exposition - Persuasion • Purposes - Entertainment - Information - Persuasion • Audiences Examples: peers, teachers, parents, local organizations, prospective employers	Language II-1 Use words that create clarity, precision, and vivid description. • Action verbs, not linking verbs. • Specific terms, not general or vague. • Clear, precise, vivid language Note: Language to avoid includes, but is not limited to, overused, clichéd words, superfluous verbiage, redundancy, and jargon.	X	

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23. (continued)	Language II-2 Use formal and informal language appropriately. • Informal language. • Formal language. Note: Formal language should avoid slang, contractions, second person, and jargon.		
24. Use a variety of sentence structures in writing. Example: combinations of simple, compound, complex, and compound-complex			

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25. Organize paragraphs in a variety of patterns. Examples: chronological order, cause and effect, order of importance	Language V-1 Determine logical progression and completeness of paragraphs. • Introductory sentences. • Concluding sentences. • Sequence of events or details. • Transitional words. • Irrelevant and/or redundant sentences.	X	
26. Write to clarify ideas and organize thinking. Example: spontaneous response writing			
27. Respond to argument. Examples: informal debate, letters to the editor	Reading III-1 Recognize fallacies of logic and judge strength of argument. • Recognize faulty logic in one or more passages. • Evaluate faulty logic in one or more passages. • Recognize the strength(s) or weakness(es) of argument(s) in one or more passages.		

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27. (continued)	• Evaluate the strength(s) or weakness(es) of argument(s) in one or more passages. • Recognize terminology used by an author to strengthen argument(s), but not label or define the terminology.		
28. Produce a final draft by using the writing process with peer and teacher assistance. • Prewriting • Drafting • Revising • Editing* • Publishing	Language V-1 Determine logical progression and completeness of paragraphs. • Introductory sentences. • Concluding sentences. • Sequence of events or details • Transitional words. • Irrelevant and/or redundant sentences. Language III-1 Correct run-on sentences, sentence fragments, and comma splices.	X	

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29. Demonstrate understanding of language terms and ability to apply the concepts to writing. • Capitalization - Proper nouns and adjectives - Regions of the country - Courtesy titles - Videos, paintings, and other works of art • Punctuation - Commas for items in a series, direct address, compound sentences, friendly letter salutations, addresses, nonrestrictive appositives and phrases, introductory adverb clauses, and direct quotations - Periods for abbreviations - Underlining or italicizing for certain titles - Quotation marks for certain titles - Quotation marks with direct quotations - Colons - Semicolons - Apostrophe for possession and contractions	Language I-1 Identify correct noun forms (singular and plural). • Regular and irregular forms. • Collective nouns. • Proper nouns. • Compound nouns. • Words with alternate accepted forms. Note: The plural of *index* could be *indexes* or *indices*. Language I-2 Identify correct verb forms. • Regular and irregular verbs. • Number. • Tense. Language I-3 Recognize subject-verb agreement. • Singular and plural subjects, including compound subjects. Note: Compound subjects will include those joined by "or," with the second element singular or plural. • Compound in form, singular in meaning. • Plural in form, singular in meaning.	X	

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29. (continued) • Grammar, usage, and spelling - Singular, plural, and possessive noun forms - Singular and plural verb forms - Subject-verb agreement - Pronoun-antecedent agreement - Avoidance of double negatives, fragments, run-ons, on-and-ons, comma splices, and homonym confusion - Appropriate subordination - Placement of modifiers - Pronoun case, number, and gender - Tense - Parallel structure	• Regular and inverted order. • Collective nouns, when correct verb form depends on rest of sentence. • Sentences with intervening phrases. • Indefinite pronoun as subject. • Correlative conjunctions. Language I-4 Recognize pronoun-antecedent agreement in number and gender. Language I-5 Identify incorrect shifts in verb tense. • Verb shifts within sentences. • Verb shifts within paragraphs. • All tenses. Language I-6 Identify correct pronoun case. • Nominative, objective, possessive case. Note: Pronoun case may include reflexive pronouns. • Contractions. • Misspellings such as "*our's*" and "*her's.*"		

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29. (continued)	Language I-8 Determine correct placement of modifiers. • Dangling participles. • Misplaced participles. Note: Modifiers may be words, phrases, or clauses; adjectives and adverbs (adjectival and adverbial phrases and clauses); or verbals. Language I-9 Identify correct usage of commonly confused words. • Words that sound alike but have different meanings. • Words that are frequently confused although not pronounced alike. • Words that are commonly misused.		

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29. (continued)	Language III-1 Correct run-on sentences, sentence fragments, and comma splices. Language III-2 Correct sentences that lack internal parallelism. • Correlative conjunctions immediately before the parallel terms. • Parallel grammatical forms of words, phrases, and clauses in series. Language IV-1 Demonstrate correct use of capitalization. • Direct quotations, including complete sentences and broken quotations. • Proper nouns and proper adjectives. • Titles.		

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29. (continued)	Language IV-2 Demonstrate correct use of commas. • Items in a series. • Direct address, appositives, and parenthetical expressions. • Conventional uses. • After introductory adverbial clauses. • With quotation marks. • Before coordinating conjunction in compound sentences consisting of two long independent clauses. Language IV-3 Demonstrate correct use of a semicolon and a colon. • Semicolon to separate elements in a series in which one element in the series is already separated by commas. • Semicolon in a compound sentence with no conjunction. • Semicolon before a conjunctive adverb. • Colon to introduce a list within a sentence.		

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29. (continued)	Language IV-4 Demonstrate the correct use of quotation marks and underlining. • Quotation marks in direct quotations, including broken quotations. • Quotation marks to indicate titles. • Underlining to indicate titles. Language IV-5 Demonstrate correct use of the apostrophe. • Possessive of singular nouns. • Possessive of plural nouns. • Possessive of compound nouns. • Contractions.		
30. Discuss approaches to grammar and conventions as used in literature.			
31. Produce effective oral presentations through use of tone, inflections, and tempo. Examples: recitations, book reports, debates, summaries			

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32. Vary the formality and precision of spoken language to suit different situations. Examples: formal class discussions, prepared presentations, impromptu speeches, informal small-group interaction	Language II-2 Use formal and informal language appropriately. • Informal language. • Formal language. Note: Formal language should avoid slang, contractions, second person, and jargon.		
33. Display self-confidence in speaking. Examples: answering questions when called upon, voluntarily asking and answering questions, reading one's own writing to peers, presenting results from research			
34. Display an extended vocabulary in writing, speaking, and presenting. • Synonyms • Antonyms • Affixes and base words • Classification • Context clues • Denotation and connotation	Reading IV-1 Determine word meaning through the use of context clues. • Determine the meaning of words or phrases in context.	X	

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34. (continued)	Note: Target words or phrases may include uncommon meanings of common words or phrases; specialized or technical vocabulary; and words or phrases that might be unfamiliar to most Grade 11 students. Language II-1 Use words that create clarity, precision, and vivid description. • Action verbs, not linking verbs. • Specific terms, not general or vague. • Clear, precise, vivid language. Note: Language to avoid includes, but is not limited to, overused, clichéd words, superfluous verbiage, redundancy, and jargon.	X	

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CONTENT STANDARDS			
1. Apply appropriate strategies to interpret various types of reading materials. • Textual • Functional • Recreational Examples: recognizing symbolism, using context clues, following directions, recognizing cause and effect, identifying sequence	Reading I-1 Identify supporting details. • Identify details that support main idea(s) in one or more passages. Reading I-2 Determine sequence of events. • Identify sequential order in one or more passages. Note: Sequential order may include dates; first, next, last; before and after; and order of events. Reading I-3 Follow directions. • Identify directions that are implicit or embedded in a passage. • Identify the outcome or product of a set of directions. • Recognize when a set of directions has been followed correctly. Note: Directions will relate to activities that are appropriate for Grade 11 students.	X	

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1. (continued)	Reading III-1 Recognize fallacies of logic and judge strength of argument. • Recognize faulty logic in one or more passages. • Evaluate faulty logic in one or more passages. • Recognize the strength(s) or weakness(es) of argument(s) in one or more passages. • Evaluate the strength(s) or weakness(es) of argument(s) in one or more passages. • Recognize terminology used by an author to strengthen argument(s), but not label or define the terminology. Reading III-2 Analyze literary elements. • Analyze literary elements as they relate to the comprehension of a passage, but not label or define the elements. Note: Literary elements are limited to theme, character, tone, setting, mood, plot, and literary point of view.	X	

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1. (continued)	Reading IV-2 Demonstrate the ability to preview and predict. • Preview text features to make a prediction about the text content. Note: Text features may include headings, subheadings, illustrations, footnotes, captions, topic sentences, book jackets, introductory paragraphs, and such graphic displays as charts, maps, graphs, and timelines. Reading IV-3 Determine word meaning through the use of context clues. • Determine the organizational pattern of a passage, but not label the pattern. Note: Organizational patterns may include chronological order, spatial order, order of importance, comparison and contrast, cause and effect, and main idea with examples or anecdotes.		

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2. Exhibit the habit of reading for a substantial amount of time daily, including assigned and self-selected materials at their independent and instructional levels.			
3. Read for a variety of purposes. • Practical information Examples: newspapers, catalogs, directions • Survival Examples: weather reports, posted warnings • Pleasure Examples: short stories, novels, magazines		X	
4. Demonstrate reading improvement gained through substantial amounts of daily reading.			
5. Exhibit familiarity with American literature to 1900 and related world literature representing a variety of cultures.			
6. Identify examples of differences in language usage among several authors. Examples: Phyllis Wheatley, William Cullen Bryant, William Bradford			

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7. Recognize characterization as a means of expressing various ideas and ways of interacting.	Reading II-2 Draw conclusions. • Draw conclusions based on information in one or more passages. Reading III-2 Analyze literary elements. • Analyze literary elements as they relate to the comprehension of a passage, but not label or define the elements. Note: Literary elements are limited to theme, character, tone, setting, mood, plot, and literary point of view.	X	
8. Determine how authors use imagery, symbolism, dialogue, and plot to express meaning. Examples: stereotypes, archetypes	Reading III-2 Analyze literary elements. • Analyze literary elements as they relate to the comprehension of a passage, but not label or define the elements. Note: Literary elements are limited to theme, character, tone, setting, mood, plot, and literary point of view.	X	

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8. (continued)	Reading III-3 Demonstrate understanding of figurative language and analogy. • Analyze use of analogy in a passage. • Analyze how figurative language enhances the comprehension of passages, but not label or define the figurative language. Note: Types of figurative language are limited to simile, imagery, metaphor, personification, and hyperbole (overstatement).	X	
9. Recognize elements of plot in print form as well as in movies and plays. • Exposition • Conflict • Rising action • Climax • Dénouement	Reading III-2 Analyze literary elements. • Analyze literary elements as they relate to the comprehension of a passage, but not label or define the elements. Note: Literary elements are limited to theme, character, tone, setting, mood, plot, and literary point of view.	X	

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10. Recognize fallacies of logic in written, oral, and visual presentations. Example: appeal to emotion or authority	Reading III-1 Recognize fallacies of logic and judge strength of argument. • Recognize faulty logic in one or more passages. • Evaluate faulty logic in one or more passages. • Recognize the strength(s) or weakness(es) of argument(s) in one or more passages. • Evaluate the strength(s) or weakness(es) of argument(s) in one or more passages. • Recognize terminology used by an author to strengthen argument(s), but not label or define the terminology.	X	
11. Read and view nonprint and print media critically and selectively. Examples: applying a personal criterion to use of television, discerning the reliability of Internet information			

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12. Examine and report others' ideas as represented in literature including dramatic productions. • Summary • Paraphrase • Review	Reading II-5 Recognize statements that adequately summarize a passage.	X	
13. Identify main ideas and supporting details from non-fictional reading.	Reading II-1 Identify the main idea. • Recognize the main idea in a paragraph or passage(s). Note: The main idea may include the topic, subject, theme, central thought or message, lesson or moral, thesis, and the author's purpose and/or point of view.	X	
	Reading II-2 Draw conclusions. • Draw conclusions based on information in one or more passages.		
	Reading I-1 Identify supporting details. • Identify details that support main idea(s) in one or more passages.		

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13. (continued)	Reading III-2 Analyze literary elements. • Analyze literary elements as they relate to the comprehension of a passage, but not label or define the elements. Note: Literary elements are limited to theme, character, tone, setting, mood, plot, and literary point of view.	X	
14. Write in response to literature. Examples: response journals, critical analyses			
15. Demonstrate listening skills. • Standard English recognition • Vocabulary development • Dialects, slang, and jargon			

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16. Interact effectively in group situations. Examples: phrasing of questions, respecting the rights of others, rephrasing for clarification			
17. Apply personal study skills. • Predicting • Summarizing • Skimming and scanning • Underlining • Notetaking • Outlining • Classifying • Listening actively • Reviewing with partner • Recognizing genre • Recognizing author style	Reading II-5 Recognize statements that adequately summarize a passage. Reading IV-2 Demonstrate the ability to preview and predict. • Preview text features to make a prediction about the text content. Note: Text features may include headings, subheadings, illustrations, footnotes, captions, topic sentences, book jackets, introductory paragraphs, and such graphic displays as charts, maps, graphs, and timelines.	X	

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17. (continued)	Reading IV-3 Determine word meaning through the use of context clues. • Determine the organizational pattern of a passage, but not label the pattern. Note: Organizational patterns may include chronological order, spatial order, order of importance, comparison and contrast, cause and effect, and main idea with examples or anecdotes. Language V-1 Determine logical progression and completeness of paragraphs. • Introductory sentences. • Concluding sentences. • Sequence of events or details. • Transitional words. • Irrelevant and/or redundant sentences.		

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18. Apply the principles of standard English by adjusting vocabulary and style to suit the occasion. • Formal • Informal - Slang - Dialect - Jargon • Tone • Tempo • Nonverbal behaviors - Eye contact - Gestures	Language II-2 Use formal and informal language appropriately. • Informal language. • Formal language. Note: Formal language should avoid slang, contractions, second person, and jargon.		
19. Produce thoughtful compositions through improved use of phases in the writing process. • Prewriting • Drafting • Revising • Editing* • Publishing	Language IV-3 Demonstrate correct use of a semicolon and a colon. • Semicolon to separate elements in a series in which one element in the series is already separated by commas. • Semicolon in a compound sentence with no conjunction. • Semicolon before a conjunctive adverb. • Colon to introduce a list within a sentence.	X	

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19. (continued)	Language III-1 Correct run-on sentences, sentence fragments, and comma splices. Language V-1 Determine logical progression and completeness of paragraphs. • Introductory sentences. • Concluding sentences. • Sequence of events or details. • Transitional words. • Irrelevant and/or redundant sentences.		
20. Demonstrate knowledge of language terminology and application of the concepts. • Capitalization - Proper nouns and adjectives - Regions of the country - Books, works of art, videos, ships, buildings - Courtesy titles	Language I-1 Identify correct noun forms (singular and plural). • Regular and irregular forms. • Collective nouns. • Proper nouns. • Compound nouns. • Words with alternate accepted forms. Note: The plural of *index* could be *indexes* or *indices*.	X	

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20. (continued) • Punctuation - Commas for items in a series, compound sentences, friendly letter salutation, direct address, introductory adverb clauses, nonrestrictive appositives and phrases including parenthetical expressions, and with dialogue - Apostrophes for possession (singular and plural) - Periods for abbreviations - Underlining or italicizing for certain titles - Quotation marks for certain titles and for dialogue - Ellipses - Parentheses - Hyphens - Colons - Semicolons	Language I-3 Recognize subject-verb agreement. • Singular and plural subjects, including compound subjects Note: Compound subjects will include those joined by "or," with the second element singular or plural. • Compound in form, singular in meaning. • Plural in form, singular in meaning. • Regular and inverted order. • Collective nouns, when correct verb form depends on rest of sentence. • Sentences with intervening phrases. • Indefinite pronoun as subject. • Correlative conjunctions. Language I-4 Recognize pronoun-antecedent agreement in number and gender.		

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20. (continued) • Grammar, usage, and spelling - Subject-verb agreement - Noun and verb forms - Pronoun-antecedent agreement - Avoidance of double negatives, fragments, run-ons, comma splices, shifts in verb tense (all) - Phrases and clauses - Appropriate subordination - Placement of modifiers - Pronoun case, number, and gender - Parallel structure in lists or series, clauses, phrases - Word choice for vividness and clarity - Preference for active voice - Spelling of commonly confused words	Language I-5 Identify incorrect shifts in verb tense. • Verb shifts within sentences. • Verb shifts within paragraphs. • All tenses. Language I-6 Identify correct pronoun case. • Nominative, objective, possessive case. Note: Pronoun case may include reflexive pronouns. • Contractions. • Misspellings such as *"our's"* and *"her's."* Language I-7 Identify effective use of voice. • Active voice. • Passive voice. Note: Active verbs preferred over passive.		

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
20. (continued)	Language I-8 Determine correct placement of modifiers. • Dangling participles. • Misplaced participles. Note: Modifiers may be words, phrases, or clauses; adjectives and adverbs (adjectival and adverbial phrases and clauses); or verbals. Language I-9 Identify correct usage of commonly confused words. • Words that sound alike but have different meanings. • Words that are frequently confused although not pronounced alike. • Words that are commonly misused. Language II-1 Use words that create clarity, precision, and vivid description. • Action verbs, not linking verbs.		

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
20. (continued)	• Specific terms, not general or vague. • Clear, precise, vivid language. Note: Language to avoid includes, but is not limited to, overused, clichéd words, superfluous verbiage, redundancy, and jargon. Language II-2 Use formal and informal language appropriately. • Informal language. • Formal language. Note: Formal language should avoid slang, contractions, second person, and jargon.		

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
20. (continued)	Language III-1 Correct run-on sentences, sentence fragments, and comma splices. Language III-2 Correct sentences that lack internal parallelism. • Correlative conjunctions immediately before the parallel terms. • Parallel grammatical form of words, phrases, and clauses in series. Language IV-1 Demonstrate correct use capitalization. • Direct quotations, including complete sentences and broken quotations. • Proper nouns and adjectives. • Titles.		

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
20. (continued)	Language IV-2 Demonstrate correct use of commas. • Items in a series. • Direct address, appositives, and parenthetical expressions. • Conventional uses. • After introductory adverbial clauses. • With quotation marks. • Before coordinating conjunction in compound sentences consisting of two long independent clauses. Language IV-3 Demonstrate correct use of a semicolon and a colon. • Semicolon to separate elements in a series in which one element in the series is already separated by commas. • Semicolon in a compound sentence with no conjunction. • Semicolon before a conjunctive adverb. • Colon to introduce a list within a sentence.		

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
20. (continued)	Language IV-4 Demonstrate correct use of quotation marks and underlining. • Quotation marks in direct quotations, including broken quotations. • Quotation marks to indicate titles. • Underlining to indicate titles. Language IV-5 Demonstrate correct use of the apostrophe. • Possessive of singular nouns. • Possessive of plural nouns. • Possessive of compound nouns. • Contractions.		

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
21. Conduct individual research using all aspects of the research process. • Managing information Examples: locating, selecting, retrieving, evaluating • Documenting information Example: correct use of copyrighted materials • Organizing information Examples: presentation method, following a style sheet • Presenting information Examples: the I-Search paper, a career-search paper	Reading IV-4 Demonstrate the ability to locate information in reference material. • Comprehend information in reference materials. Note: Reference materials may include glossaries, dictionaries, indexes, tables of contents, appendixes, and research resources such as atlases, almanacs, encyclopedias, readers' guides, and both print-based and electronic card catalogs.	X	
22. Use available technology related to English language arts.	Reading IV-4 Demonstrate the ability to locate information in reference material. • Comprehend information in reference materials. Note: Reference materials may include glossaries, dictionaries, indexes, tables of contents, appendixes, and research resources such as atlases, almanacs, encyclopedias, readers' guides, and both print-based and electronic card catalogs.	X	

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
23. Write in a variety of modes for various purposes and audiences. • Modes - Description - Narration - Exposition - Persuasion • Purposes - Entertainment - Information - Persuasion • Audiences Examples: peers, parents, local organizations, prospective employers			
24. Demonstrate a mastery of paragraph structures. Examples: comparison and contrast, persuasion, explanation	Language V-1 Determine logical progression and completeness of paragraphs. • Introductory sentences. • Concluding sentences. • Sequence of events or details. • Transitional words. • Irrelevant and/or redundant sentences.	X	
25. Write to clarify and to organize thoughts and ideas.			

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
26. Speak successfully in a variety of situations. • Controlling anxiety • Clarifying through word choice Examples: telling personal anecdotes, reporting on current events, reading personal poems			
27. Organize for orderly informal debates. Example: transplanted Europeans versus Native Americans			
28. Participate in dramatic activities as a means of sharing ideas and feelings.			
29. Display an extended vocabulary. • Common foreign words and terms • Specialized and technical terms • Analogies • Formal and informal	Language II-1 Use words that create clarity, precision, and vivid description. • Action verbs, not linking verbs. • Specific terms, not general or vague. • Clear, precise, vivid language. Note: Language to avoid includes, but is not limited to, overused, clichéd words, superfluous verbiage, redundancy, and jargon.	X	
30. Use audiovisual aids in presentations.			

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
CONTENT STANDARDS 1. Read for a variety of purposes using appropriate strategies to comprehend. Examples: identifying themes or main idea, outlining, drawing conclusions, determining cause and effect, using context clues, following directions, identifying sequence	Reading I-1 Identify supporting details. • Identify details that support main idea(s) in one or more passages. Reading I-2 Determine sequence of events. • Identify sequential order in one or more passages. Note: Sequential order may include dates; first, next, last; before and after; and order of events. Reading I-3 Follow directions. • Identify directions that are implicit or embedded in a passage. • Identify the outcome or product of a set of directions. • Recognize when a set of directions has been followed correctly. Note: Directions will relate to activities that are appropriate for Grade 11 students.	X	

Alabama Course of Study: English Language Arts	*Alabama High School GraduationExam*	Stanford 9	Local
1. (continued)	Reading II-1 Identify main idea. • Recognize the main idea in a paragraph or passage(s). Note: The main idea may include the topic, subject, theme, control thought or message, lesson or moral, thesis, and the author's purpose and/or point of view. Reading II-2 Draw conclusions. • Draw conclusions based on information in one or more passages. Reading II-3 Determine cause and effect. • Infer the cause(s) of effect(s) stated or implied in a passage. • Infer the effect(s) of cause(s) stated or implied in a passage.		

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
1. (continued)	Reading II-4 Detect propaganda; distinguish fact from opinion. • Identify an author's purpose or point of view in one or more passages. • Identify vocabulary or other uses of language that are intended to persuade or influence the reader to agree or disagree with a point of view and/or take a particular action. • Identify the purpose of specific persuasive techniques, but not label or define the techniques. • Distinguish facts from opinions based on passage.		

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
1. (continued)	Reading II-5 Recognize statements that adequately summarize a passage. Reading IV-1 Determine word meaning through the use of context clues. • Determine the meaning of words or phrases in context. Note: Target words or phrases may include uncommon meanings of common words or phrases; specialized or technical vocabulary; and words or phrases that might be unfamiliar to most Grade 11 students.		

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
1. (continued)	Reading IV-2 Demonstrate the ability to preview and predict. • Preview text features to make a prediction about the text content. Note: Text features may include headings, subheadings, illustrations, footnotes, captions, topic sentences, book jackets, introductory paragraphs, and such graphic displays as charts, maps, graphs, and timelines. Reading IV-4 Demonstrate the ability to locate information in reference material. • Comprehend information in reference to materials. Note: Reference materials may include glossaries, dictionaries, indexes, tables of contents, appendixes, and research resources such as atlases, almanacs, encyclopedias, readers' guides, and both print-based and electronic card catalogs.		
2. Exhibit the habit of reading for a substantial amount of time daily, including assigned and self-selected materials at their independent and instructional levels.			

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
3. Demonstrate reading improvement gained through substantial amounts of daily reading.			
4. Recognize masterful use of language. Examples: word choice, parallelism in structure	Language II-1 Use words that create clarity, precision, and vivid description. • Action verbs, not linking verbs. • Specific terms, not general or vague. • Clear, precise, vivid language. Note: Language to avoid includes, but is not limited to, overused, clichéd words, superfluous verbiage, redundancy, and jargon.	X	

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
5. Read selections by American authors and secondary sources by literary critics (1900 to the present).			
6. Evaluate effectiveness of literary devices in poetry and prose.	Reading III-2 Analyze literary elements • Analyze literary elements as they relate to the comprehension of a passage, but not label or define the elements. Note: Literary elements are limited to theme, character, tone, setting, mood, plot, and literary point of view.	X	
	Reading III-3 Demonstrate understanding of figurative language and analogy. • Analyze use of analogy in a passage. • Analyze how figurative language enhances the comprehension of passages, but not label or define the figurative language. Note: Types of figurative language are limited to simile, imagery, metaphor, personification, and hyperbole (overstatement).		

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
7. Recognize the style of selected American authors (1900 to the present). Examples: Ernest Hemingway, Langston Hughes, Alice Walker, Amy Tan	Reading IV-3 Discern organizational patterns. • Determine the organizational pattern of a passage, but not label the pattern. Note: Organizational patterns may include chronological order, spatial order, order of importance, comparison and contrast, cause and effect, and main idea with examples or anecdotes.	X	
8. Apply critical reading skills with expository, editorial, and narrative materials recognizing aspects that affect meaning. • Propaganda • Bias • Tone • Mood • Logical fallacies	Reading III-1 Recognize fallacies of logic and judge strength of argument. • Recognize faulty logic in one or more passages. • Evaluate faulty logic in one or more passages. • Recognize the strength(s) or weakness(es) of argument(s) in one or more passages. • Evaluate the strength(s) or weakness(es) of argument(s) in one or more passages. • Recognize terminology used by an author to strengthen argument(s), but not label or define the terminology.	X	

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
8. (continued)	Reading II-4 Detect propaganda; distinguish fact from opinion. • Identify an author's purpose or point of view in one or more passages. • Identify vocabulary or other uses of language that are intended to persuade or influence the reader to agree or disagree with a point of view and/or take a particular action. • Identify the purpose of specific persuasive techniques, but not label or define the techniques. • Distinguish facts from opinions based on a passage.	X	

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
9. Differentiate points of view. Examples: respecting opposing opinions, recognizing implied meanings, making group decisions in an orderly fashion	Reading II-4 Detect propaganda; distinguish fact from opinion. • Identify an author's purpose or point of view in one or more passages. • Identify vocabulary or other uses of language that are intended to persuade or influence the reader to agree or disagree with a point of view and/or take a particular action. • Identify the purpose of specific persuasive techniques, but not label or define the techniques. • Distinguish facts from opinions based on a passage.	X	

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
9. (continued)	Reading III-2 Analyze literary elements. • Analyze literary elements as they relate to the comprehension of a passage, but not label or define the elements. Note: Literary elements are limited to theme, character, tone, setting, mood, plot, and literary point of view.	X	
10. Compare content and literary form among several selections of anthologized literature and among selected student writings. Examples: poetic form, novel structure, point of view	Reading III-2 Analyze literary elements. • Analyze literary elements as they relate to the comprehension of a passage, but not label or define the elements. Note: Literary elements are limited to theme, character, tone, setting, mood, plot, and literary point of view.	X	

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
10. (continued)	Reading III-3 Demonstrate understanding of figurative language and analogy. • Analyze use of analogy in a passage. • Analyze how figurative language enhances the comprehension of passages, but not label or define the figurative language. Note: Types of figurative language are limited to simile, imagery, metaphor, personification, and hyperbole (overstatement).	X	

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
11. Apply critical reading and viewing skills to analysis of print and nonprint media. • Universal interest • Artistic value and literary elements • Propaganda content • Audience appropriateness	Reading III-2 Analyze literary elements. • Analyze literary elements as they relate to the comprehension of a passage, but not label or define the elements. Note: Literary elements are limited to theme, character, tone, setting, mood, plot, and literary point of view.	X	
12. Employ critical listening skills in class discussions, lectures, and speeches—noting aspects that affect meaning. • Main idea • Supporting ideas • Bias • Propaganda • Fallacious thinking			

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
13. Discern the organizational patterns and transitional devices in written materials and in oral or visual presentations.	Reading IV-3 Discern organizational patterns. • Determine the organizational pattern of a passage, but not label the pattern. Note: Organizational patterns may include chronological order, spatial order, order of importance, comparison and contrast, cause and effect, and main idea with examples or anecdotes.	X	
14. Exhibit an effective personal study style. Examples: previewing, predicting, taking notes, summarizing	Reading IV-2 Demonstrate the ability to preview and predict. • Preview text features to make a prediction about the text content. Note: Text features may include headings, subheadings, illustrations, footnotes, captions, topic sentences, book jackets, introductory paragraphs, and such graphic displays as charts, maps, graphs, and timelines.	X	

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
14. (continued)	Reading II-5 Recognize statements that adequately summarize a passage.	X	
15. Justify personal opinions about authors, issues, styles, and trends in American literature.			
16. Explain personal selections in reading material by describing preferences in authors' styles.			
17. Describe the general development of American literature emphasizing twentieth-century writings. Examples: chronology, genre, style, theme			
18. Demonstrate vocabulary development in reading comprehension, writing, and speaking.	Language I-9 Identify correct usage of commonly confused words. • Words that sound alike but have different meanings • Words that are frequently confused although not pronounced alike • Words that are commonly misused	X	

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
18. (continued)	Language II-1 Use words that create clarity, precision, and vivid description. • Action verbs, not linking verbs • Specific terms, not general or vague • Clear, precise, vivid language Note: Language to avoid includes, but is not limited to, overused, clichéd words, superfluous verbiage, redundancy, and jargon.	X	
19. Produce an essay or speech imitating the style of a successful author or public figure. Examples: descriptive passages by Annie Dillard; parallel sentence structures of Martin L. King, Jr.; personal point of view of Henry D. Thoreau	Language II-2 Use formal and informal language appropriately. • Informal language • Formal language Note: Formal language should avoid slang, contractions, second person, and jargon.		

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
20. Apply specific evaluation procedures to one's own reading, studying, and writing. Examples: using a teacher-developed checklist, responding to teacher's comments in a response journal	Language II-1 Use words that create clarity, precision, and vivid description. • Action verbs, not linking verbs • Specific terms, not general or vague • Clear, precise, vivid language Note: Language to avoid includes, but is not limited to, overused, clichéd words, superfluous verbiage, redundancy, and jargon. Language V-1 Determine logical progression and completeness of paragraphs. • Introductory sentences • Concluding sentences • Sequence of events or details • Transitional words • Irrelevant and/or redundant sentences	X	

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
20. (continued)	Language II-2 Use formal and informal language appropriately. • Informal language • Formal language Note: Formal language should avoid slang, contractions, second person, and jargon. Language III-1 Correct run-on sentences, sentence fragments, and comma splices. Reading IV-1 Determine word meaning through the use of context clues. • Determine the meaning of words or phrases in context. Note: Target words or phrases may include uncommon meanings of common words or phrases; specialized or technical vocabulary; and words or phrases that might be unfamiliar to most Grade 11 students.		

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
21. Demonstrate proficiency in using language terminology and in applying language concepts. • Capitalization - Proper nouns and adjectives - Regions of the country - Books, works of art, videos, ships, buildings - Courtesy titles • Punctuation - Commas for items in a series, direct address, nonrestrictive appositives and phrases including parenthetical expressions, introductory adverb clauses, nominative absolutes, and direct quotations - Apostrophe for possessives - Periods for abbreviations - Underlining or italicizing certain titles - Quotation marks for direct quotation and for certain titles	Language I-1 Identify correct noun forms (singular and plural). • Regular and irregular forms • Collective nouns • Proper nouns • Compound nouns • Words with alternate accepted forms. Note: The plural of *index* could be *indexes* or *indices*. Language I-2 Identify correct verb forms. • Regular and irregular verbs • Number • Tense Language I-3 Recognize subject-verb agreement. • Singular and plural subjects, including compound subjects Note: Compound subjects will include those joined by "or," with the second element singular or plural. • Compound in form, singular in meaning • Plural in form, singular in meaning	X	

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
21. (continued) Ellipses - Parentheses - Hyphens including suspended hyphens - Slashes - Colons - Semicolons • Grammar, usage, and spelling - Subject-verb agreement including in subjunctive mood and with noun clause as subject - Noun and verb forms - Pronoun-antecedent agreement - Avoidance of double negatives, fragments, run-ons, comma splices, shifts in verb tense, passive voice, redundancy, ambiguity, stilted or artificial language, and homonym confusion - Appropriate subordination - Placement of modifiers - Pronoun case, number, and gender - Parallelism of all types - Use of numerals or words	• Regular and inverted order • Collective nouns, when correct verb form depends on rest of sentence • Sentences with intervening phrases • Indefinite pronoun as subject • Correlative conjunctions Language I-4 Recognize pronoun-antecedent agreement in number and gender. Language I-5 Identify incorrect shifts in verb tense. • Verb shifts within sentences • Verb shifts within paragraphs • All tenses Language I-6 Identify correct pronoun case. • Nominative, objective, possessive case Note: Pronoun case may include reflexive pronouns • Contractions • Misspellings such as *"our's"* and *"her's"*		

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
21. (continued)	Language I-7 Identify effective use of voice. • Active voice • Passive voice Note: Active verbs preferred over passive. Language I-8 Determine correct placement of modifiers. • Dangling participles • Misplaced participles Note: Modifiers may be words, phrases, or clauses; adjectives and adverbs (adjectival and adverbial phrases and clauses); or verbals. Language I-9 Identify correct usage of commonly confused words. • Words that sound alike but have different meanings • Words that are frequently confused although not pronounced alike • Words that are commonly misused		

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
21. (continued)	Language III-1 Correct run-on sentences, sentence fragments, and comma splices. Language III-2 Correct sentences that lack internal parallelism. • Correlative conjunctions immediately before the parallel terms • Parallel grammatical form of words, phrases, and clauses in series		

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
21. (continued)	Language IV-1 Demonstrate correct use capitalization. • Direct quotations, including complete sentences and broken quotations • Proper nouns and adjectives • Titles Language IV-2 Demonstrate correct use of commas. • Items in a series • Direct address, appositives, and parenthetical expressions • Conventional uses • After introductory adverbial clauses • With quotation marks • Before coordinating conjunction in compound sentences consisting of two long independent clauses		

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
21. (continued)	Language IV-3 Demonstrate correct use of a semicolon and a colon. • Semicolon to separate elements in a series in which one element in the series is already separated by commas • Semicolon in a compound sentence with no conjunction • Semicolon before a conjunctive adverb • Colon to introduce a list within a sentence	X	
	Language IV-4 Demonstrate the correct use of quotation marks and underlining. • Quotation marks in direct quotations, including broken quotations • Quotation marks to indicate titles • Underlining to indicate titles		

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
21. (continued)	Language IV-5 Demonstrate correct use of the apostrophe. • Possessive of singular nouns • Possessive of plural nouns • Possessive of compound nouns • Contractions		

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
22. Conduct individual research using all aspects of the research process. • Managing information Examples: locating, selecting, retrieving, evaluating • Documenting information Example: correct use of copyrighted materials • Organizing information Examples: supporting a thesis, following a style sheet, selecting a presentation method • Presenting information Examples: literary topic, career study, historical research	Reading IV-4 Demonstrate the ability to locate information in reference material. • Comprehend information in reference to materials. Note: Reference materials may include glossaries, dictionaries, indexes, tables of contents, appendixes, and research resources such as atlases, almanacs, encyclopedias, readers' guides, and both print-based and electronic card catalogs.	X	
23. Demonstrate proficiency in using available technology for expression and learning.	Reading IV-4 Demonstrate the ability to locate information in reference material. • Comprehend information in reference to materials. Note: Reference materials may include glossaries, dictionaries, indexes, tables of contents, appendixes, and research resources such as atlases, almanacs, encyclopedias, readers' guides, and both print-based and electronic card catalogs.	X	

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
24. Participate constructively in classroom and small-group discussion. • Listening • Speaking			
25. Participate in informal debate.			
26. Demonstrate appropriate interview skills. • Planning • Participating • Responding			
27. Write for a variety of purposes, audiences, and occasions both formal and informal.	Language II-2 Use formal and informal language appropriately. • Informal language • Formal language Note: Formal language should avoid slang, contractions, second person, and jargon.		
28. Write for practical and personal purposes. Examples: résumés, applications, forms, editorials, speeches, advertisements, business and friendly letters, essays, journals, diaries			
29. Write creatively in a variety of genres. Examples: poetry, prose, drama			

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
30. Use literary devices in poetry, narratives, and exposition. • Figurative language • Analogy	Reading III-3 Demonstrate understanding of figurative language and analogy. • Analyze use of analogy in a passage. • Analyze how figurative language enhances the comprehension of passages, but not label or define the figurative language. Note: Types of figurative language are limited to simile, imagery, metaphor, personification, and hyperbole (overstatement).	X	
31. Adjust tone, word choice, and content when participating in interviews for various purposes. Examples: job interviews, research interviews	Language II-1 Use words that create clarity, precision, and vivid description. • Action verbs, not linking verbs • Specific terms, not general or vague • Clear, precise, vivid language Note: Language to avoid includes, but is not limited, to, overused, clichéd words, superfluous verbiage, redundancy, and jargon.	X	

Alabama Course of Study: English Language Arts	*Alabama High School Graduation Exam*	Stanford 9	Local
31. (continued)	Language II-2 Use formal and informal language appropriately. • Informal language • Formal language Note: Formal language should avoid slang, contractions, second person, and jargon.		
32. Produce effective, planned oral presentations. • Word choice • Logical and valid content • Poise • Tone • Mood Examples: book reports, oral interpretations, reports on events, critiques of television documentaries	Language II-2 Use formal and informal language appropriately. • Informal language. • Formal language. Note: Formal language should avoid slang, contractions, second person, and jargon.		